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ABSTRACT

This document constitutes a report on the status of racial desegregation in the Columbus, Ohio, City School District during the period from August 30, 1982, through June 10, 1983. Information and statistical data are presented on matters that have been of interest to the Federal District Court, the Board of Education, and the community at large. Areas covered include student enrollment, student mobility, attendance, discipline, participation in co-curricular activities, transportation, and academic performance. Information is also provided on school safety and security, parent and community involvement, staff development and human relations activities, monitoring and problem resolution, and the status of outside funding and general District finance. Where available, current data are compared to similar data from the past four school years. (GC)

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ED241635

A REPORT TO THE FEDERAL DISTRICT COURT
ON THE STATUS OF DESEGREGATION

July 1, 1983

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Columbus City School District
Columbus, Ohio

UD023388

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I. INTRODUCTION

This document has been prepared by the Department of Internal Monitoring for the Superintendent of Schools. It constitutes a desegregation status report for the period of time from August 30, 1982 through June 10, 1983. This report contains information and data on those matters which have been of recent interest to the Federal District Court, the Board of Education, and the community-at-large. Whenever possible and appropriate, comparisons have been made to data from parallel time frames in the 1978-79, 1979-80, 1980-81, and the 1981-82 school years.

The raw data files which would serve to document the authenticity of this report are located in the Department of Internal Monitoring and are open, upon request, for inspection.

II. 1982-83 SCHOOL DISTRICT STATISTICS

A. PUPIL ENROLLMENT

1. System-wide

The 1982-83 enrollment of the Columbus City School District was enumerated on October 8, 1982. That enrollment was determined to be 69,417. The table immediately below contains this total enrollment on a by-race basis for each organizational level of the school district.

Pupil Enrollment
1982-83 School Year
October 8, 1982

<u>Organizational Level</u>	<u>Non-Minority</u>	<u>Black</u>	<u>Spanish American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Total</u>	<u>% Non White</u>	<u>% Black</u>
High Schools	11,230	8,154	69	247	15	19,715	43.0	41.4
Middle Schools	9,147	7,039	51	215	7	16,459	44.4	42.8
Elementary Schools	18,628	13,308	98	500	17	32,551	42.7	40.9
Special Schools	190	104	1	1	-	296	35.8	35.1
Total	39,195	23,605	219	963	39	69,021	43.2	41.4
Other Instructional Sites						396		
GRAND TOTAL						69,417		

A comparison of all enrollment data since October, 1978 is contained in the following table.

<u>October</u>	<u>Total School Enrollment^a</u>	<u>Percent Black</u>	<u>Pupils Subject to Court-Order</u>	<u>Percent Black</u>
1978	82,941	35.9	-	-
1979	77,062	37.9	59,981	38.4
1980	73,094	39.4	62,638	39.5
1981	70,643	40.6	59,992	40.8
1982	69,021	41.4	58,568	41.7

^aTotal excludes pupils assigned to "Other Instructional Sites".

Since the first year of desegregation in 1979-80, the net enrollment of the Columbus City School District has declined by 8,041 pupils. But the number of pupils involved in the decline from 1981 to 1982 is 50.5 percent less than the average enrollment decline for the two preceding school years: 1979 to 1981. The overall population of the school district appears to continue to be stabilizing. Over the same period of time, October 1979 through October 1982, the percentage of black pupils in the total enrollment has risen by 3.5 percentage points. But the rate of increase from 1981 to 1982 is four tenths of a percentage point lower than that from 1980 to 1981. The racial composition of overall enrollment also seems to be stabilizing.

Because of the changing definition of school district enrollment subject to the Court's desegregation order, it is not possible to make a valid comparison across the four October enrollments: 1979-1982. Recall that in 1979-80, graduating seniors were not included in the desegregation order. Beginning with the 1980-81 school year that group of pupils was included. Regardless, as of October 1982 the percentage of black pupils included in the court-order is only three-tenths of one percentage point higher than black pupil enrollment in the overall population. The rate of increase since October 1979 in black pupils in these groups is two-tenths of a percentage point higher than in the overall student population.

The percentage point change in the overall population is attributable to a greater loss of white pupils than black pupils. The white pupil enrollment declined by 3.7 percent from October 1981 to October 1982, while the black pupil enrollment declined by 0.2 percent or just 61 pupils.

2. School-By-School Enrollment

The 1982-83 enumerated enrollment of each school in the district is contained in the following pages.

PUPIL ENROLLMENTS REPORT
1982-83 School Year

October 8, 1982

ALL STUDENTS

STUDENTS SUBJECT TO FEDERAL
COURT ORDER (exclusive of
Kindergarten, Special Education
and Adult)

School	Non-Minority	Black	Spanish American	Asian	American Indian	TOTAL	% Non White	Non-Black	Black	TOTAL	% Black
Alternative High	334	194	1	7	-	536	37.7	342	194	536	36.2
Beechercroft	755	514	1	10	-	1,280	41.0	737	507	1,244	40.8
Briggs	537	306	3	12	-	858	37.4	515	287	802	35.8
Brookhaven	802	597	3	12	5	1,419	43.5	772	554	1,326	41.8
Centennial	409	304	11	18	1	743	45.0	404	285	689	41.4
East	663	456	3	14	-	1,136	41.6	677	432	1,109	39.0
Eastwood	688	626	4	12	1	1,331	48.3	633	586	1,219	48.1
Independence	700	388	6	14	-	1,108	36.8	654	341	995	34.3
Linden McKinley	579	567	2	4	-	1,152	49.7	505	503	1,008	49.9
Marion Franklin	732	576	3	2	-	1,313	44.3	687	545	1,232	44.2
Mifflin	558	667	4	6	3	1,238	54.9	544	605	1,149	52.7
Northland	915	484	3	15	1	1,418	34.4	865	438	1,303	33.6
South	881	645	3	47	2	1,578	44.2	913	631	1,544	40.9
Walnut Ridge	830	622	5	15	-	1,472	43.6	817	557	1,374	40.5
West	1,005	501	8	32	2	1,548	35.1	989	470	1,459	32.2
Whetstone	677	510	6	22	-	1,215	44.3	669	439	1,108	39.6
Adult	165	197	3	5	-	370	55.4	-	-	-	-
TOTAL HIGH SCHOOLS	11,230	8,154	69	247	15	19,715	43.0	10,723	7,374	18,097	40.8
Barrett	430	368	-	5	1	804	46.5	426	361	787	45.9
Beery	429	175	3	6	-	613	30.0	389	151	540	28.0
Buckeye	412	285	2	3	-	702	41.3	417	285	702	40.6
Champion	179	208	4	3	-	394	54.6	153	159	312	51.0
Clinton	403	300	2	12	-	717	43.8	392	266	658	40.4
Crestview	346	358	-	5	-	709	51.2	315	327	642	50.9
Dominion	290	253	1	5	1	550	47.3	282	248	530	46.8
Eastwood	231	207	2	9	1	450	48.7	207	177	384	46.1
Everett	289	293	5	1	1	589	50.9	239	255	494	51.6

Columbus, Ohio

PUPIL ENROLLMENTS REPORT
1982-83 School Year

October 8, 1982

ALL STUDENTS

STUDENTS SUBJECT TO FEDERAL
COURT ORDER (exclusive of
Kindergarten, Special Educat
and Adult)

School	Non-Minority	Black	Spanish American	Asian	American Indian	TOTAL	% Non White	Non-Black	Black	TOTAL	% Black
Franklin Alt.	425	301	4	6	-	736	42.3	435	301	736	40.9
Hilltopia	413	249	3	12	-	677	39.0	401	229	630	36.4
Indianola MS	297	259	2	9	-	567	47.6	252	219	471	46.5
Johnson Park	314	400	1	4	-	719	56.3	284	347	631	55.0
Linmoor	343	255	-	2	-	600	42.8	310	198	508	39.0
Medina	346	265	2	6	-	619	44.1	333	257	590	43.6
Hofflin MS	392	391	3	2	1	789	50.3	360	336	702	47.9
Noback	460	279	1	18	-	758	39.3	412	223	635	35.1
Monroe Alt.	227	182	1	8	1	419	45.8	237	182	419	43.4
Ridgeview	269	185	5	34	-	492	45.4	301	158	459	34.4
Sherwood	305	322	1	1	-	629	51.5	272	282	554	50.9
Southmoor	340	350	1	14	1	706	51.8	326	334	660	50.6
Starling	498	251	-	7	-	756	34.1	465	231	696	33.2
Wedgewood	343	171	-	11	-	525	34.7	309	150	459	32.7
Westmoor	487	228	5	17	-	737	33.9	478	224	702	31.9
Woodward Park	380	303	2	7	-	692	45.1	364	275	639	43.0
Yorktown	299	201	1	8	-	509	41.3	308	201	509	39.5
TOTAL MIDDLE SCHOOLS	9,147	7,039	51	215	7	16,459	44.4	8,673	6,376	15,049	42.4
Alpine	267	189	-	2	1	459	41.8	155	176	331	47.4
Arlington Park	172	160	1	2	-	335	48.7	154	110	264	41.7
Avalon	349	199	-	8	-	556	37.2	256	187	443	42.2
Avondale	323	135	-	13	-	471	31.5	258	131	389	33.7
Beck	219	161	2	14	-	396	44.7	176	131	307	42.7
Berwick Alt.	217	172	2	6	-	397	45.3	205	152	357	42.6
Binns	358	177	-	5	1	541	33.8	272	170	442	38.5
Brentnell	159	216	-	5	-	380	58.2	144	145	289	50.2
Broadleigh	212	147	3	12	1	375	43.5	188	98	286	34.3
Broughs	362	307	-	7	-	676	46.5	268	280	548	51.1
Cassady	185	278	1	1	-	465	60.2	167	196	353	52.7

COLUMBUS PUBLIC SCHOOLS
Columbus, Ohio

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PUPIL ENROLLMENTS REPORT
1982-83 School Year

October 8, 1982

ALL STUDENTS

STUDENTS SUBJECT TO FEDERAL COURT ORDER (exclusive of Kindergarten, Special Education and Adult)

School	Non-Minority	Black	Spanish American	Asian	American Indian	TOTAL	% Non White	Non-Black	Black	TOTAL	% Black
Cedarwood	226	149	2	4	-	381	40.7	169	142	311	45.7
Clarfield	338	219	2	3	1	563	40.0	334	172	506	34.0
Clinion ES	237	103	1	2	-	343	30.9	114	93	207	44.9
Colerain	51	21	-	-	-	72	30.6	35	19	54	35.2
Come	291	115	1	3	-	410	29.0	215	97	312	31.1
Granbrook	250	182	11	71	-	514	51.4	269	170	439	38.7
Hana	321	177	-	11	-	509	36.9	269	175	444	39.4
Deshier	277	249	-	12	-	538	48.5	228	181	411	44.3
Devonshire	255	191	3	-	-	449	43.2	168	182	350	52.0
Douglas Alt.	212	147	2	1	-	362	41.4	188	124	312	39.7
Dumbarry Park Alt.	186	146	-	7	-	339	45.1	176	125	301	41.5
East Columbus	187	197	5	6	-	395	52.7	164	128	292	43.8
Eastgate	222	139	-	2	-	363	38.8	217	105	322	32.6
Easthaven	331	198	2	1	-	532	37.8	271	171	442	38.7
East Linden	292	230	4	-	-	526	45.0	246	194	440	44.1
Fair	130	190	-	11	-	351	60.7	124	129	253	51.0
Fairmoor	266	227	-	17	-	510	47.8	210	214	424	50.5
Fairwood	211	256	-	2	-	469	55.0	203	193	396	48.7
Fifth	177	166	-	5	-	348	49.1	129	146	275	53.1
Georgian Heights	264	116	-	16	-	396	33.3	189	101	290	34.8
Gladstone	74	150	5	6	1	236	68.6	75	83	158	52.5
Hamilton	127	233	2	1	-	363	65.0	115	169	284	59.5
Hoyl	312	163	1	15	-	491	36.5	272	143	415	34.5
Highland	359	202	1	17	-	579	38.0	306	147	453	32.5
Hubbard	209	111	-	-	-	320	34.7	174	103	277	37.2
Hudson	198	150	1	4	-	353	43.9	189	129	318	40.6
Huy	294	98	3	7	-	402	26.9	183	87	270	32.2
Indianola Alt.	251	127	1	5	-	384	34.6	222	117	339	34.5
Indian Springs	179	86	-	2	-	267	33.0	100	69	169	40.8
Innis	342	183	1	7	-	533	33.8	313	147	460	32.0

COLUMBUS PUBLIC SCHOOLS
Columbus, Ohio

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PUPIL ENROLLMENTS REPORT
1982-83 School Year

October 8, 1982

ALL STUDENTS

STUDENTS SUBJECT TO FEDERAL
COURT ORDER (exclusive of
Kindergarten, Special Education
and Adult)

School	Non-Minority	Black	Spanish American	Asian	American Indian	TOTAL	% Non White	Non-Black	Black	TOTAL	% Black
Kent	249	206	1	2	1	459	45.8	225	158	383	41.3
Koebel	189	147	1	3	-	340	44.4	153	104	257	40.5
Leewood	201	186	1	1	-	389	48.3	127	146	273	53.5
Lincoln Park	205	151	1	-	-	357	42.6	149	109	258	42.3
Linden	375	308	-	2	-	685	45.3	297	255	552	46.2
Linden Park Alt.	266	151	-	3	-	420	36.7	232	133	370	36.0
Livingston	254	231	-	6	-	491	48.3	203	157	360	43.6
Main	149	172	-	2	-	323	53.9	140	98	238	41.2
Maize	216	55	-	6	-	277	22.0	130	47	177	26.6
Maybury	255	106	-	3	-	364	30.0	162	93	255	36.5
McGuffey	152	116	-	1	-	269	43.5	116	97	213	45.5
Medary	275	203	-	6	-	484	43.2	189	180	369	48.8
Moler	157	154	1	22	-	334	53.0	145	92	237	33.8
North Linden	250	141	-	3	3	397	37.0	173	119	292	40.8
Northtowne	233	110	4	7	-	354	34.2	171	91	262	34.7
Oakland Park Alt.	239	161	1	5	-	406	41.1	213	140	353	39.7
Ohio	293	385	1	5	-	684	57.2	268	230	498	46.2
Olde Orchard	262	169	1	4	-	436	39.9	196	155	351	44.2
Parkmoor	173	89	-	2	-	264	34.5	105	72	177	40.7
Pilgrim	202	150	3	-	-	355	43.1	193	118	311	37.9
Reeb	319	152	-	38	-	509	37.3	274	147	421	34.9
Salem	206	100	-	4	-	310	33.6	127	94	221	42.5
Scioto Trail	187	108	2	1	-	298	37.3	113	92	205	44.9
Scottwood	223	263	2	2	-	490	54.5	182	207	389	53.2
Secord	158	109	2	2	-	271	41.7	77	55	132	41.7
Shady Lane	152	81	-	2	1	236	35.6	105	67	172	39.0
Siebert	165	110	-	6	-	281	41.3	118	100	218	45.9
South Mifflin	134	193	1	1	-	329	59.3	118	126	244	51.6
Southwood	296	121	-	-	4	421	29.7	200	113	313	36.1
Stewart Alt.	222	151	2	3	2	380	41.6	195	131	326	40.2
Stockbridge	156	55	-	-	-	211	26.1	100	48	148	32.4

COLUMBUS PUBLIC SCHOOLS
Columbus, Ohio

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PUPIL ENROLLMENTS REPORT
1982-83 School Year

October 8, 1982

ALL STUDENTS

STUDENTS SUBJECT TO FEDE
COURT ORDER (exclusive of
Kindergarten, Special Ed
and Adult)

School	Non-Minority	Black	Spanish American	Asian	American Indian	TOTAL	% Non White	Non-Black	Black	TOTAL	% Black
Sullivan	262	196	-	-	-	458	42.8	202	141	343	41.1
Trevitt	184	248	3	9	-	444	58.6	182	163	345	47.3
Weinland Park	147	177	5	12	-	341	56.9	104	100	213	51.2
West Broad	466	160	6	-	-	632	26.3	283	145	428	33.9
West Mound	204	131	2	1	-	338	39.6	147	118	265	44.5
Westgate	176	96	-	2	-	274	35.8	116	84	200	42.0
Windsor	184	272	1	8	-	465	60.4	168	173	341	50.7
Winterset	300	132	-	13	1	446	32.7	213	126	339	37.2
TOTAL ELEMENTARY SCHOOLS	18,628	13,308	98	500	17	32,551	42.7	14,766	10,656	25,422	41.9
<u>SPECIAL SCHOOLS</u>											
A. G. Bell	18	4	-	-	-	22	18.2	-	-	-	-
Beatty Park	42	40	-	-	-	82	48.8	-	-	-	-
Clearbrook	44	44	-	-	-	89	50.6	-	-	-	-
Colerain	86	16	-	1	-	103	16.5	-	-	-	-
TOTAL SPECIAL SCHOOLS	190	104	1	1	-	296	35.8	-	-	-	-
<u>SUMMARY</u>											
High Schools	11,230	8,154	69	247	15	19,715	43.0	10,723	7,374	18,097	40.8
Middle Schools	9,147	7,039	51	215	7	16,459	44.4	8,673	6,376	15,049	42.4
Elementary Schools	18,628	13,308	98	500	17	32,551	42.7	14,766	10,656	25,422	41.9
Special Schools	190	104	1	1	-	296	35.8	-	-	-	-
TOTAL	39,195	28,605	219	963	39	69,021	43.2	34,162	24,406	58,568	41.7
Other Instructional Sites						396					
GRAND TOTAL						69,417					

B. OUT-OF-RANGE SCHOOLS

Employing the Court-ordered 15 percent band around the October 1982 percent of district black pupil enrollment, a range of 26.4 percent to 56.4 was determined for balanced racial enrollment for the 1982-83 school year. An analysis of the enrollment of each school revealed that one school has an enrollment of black pupils beyond the Court-ordered range. The school and its percent of black pupil enrollment is Hamilton Elementary, 59.5.

The Department of Internal Monitoring has attempted to determine why Hamilton School began the school year with an enrollment that was out-of-range.

Hamilton was beyond the Court-ordered range during the 1981-82 school year. In that year Hamilton's percent of black pupil enrollment exceeded the Court-ordered range by one and one-half percentage points. This year it exceeds the range by 3.1 percentage points. The disparity is obviously increasing.

This gap is still a result of granting too many alternative school transfers for the 1981-82 school year to non-black students in Hamilton's discontinuous attendance area. Recall from the January 1982 Status Report that 40, 1981-82 non-black Hamilton first-graders-to-be, were granted alternative school transfers from Clinton Elementary and that a similar number of transfers were granted the year prior.

Because Hamilton was out of range in 1981-82 and was projected to be out of range in 1982-83, the school district did not permit any non-black alternative school transfers from the Hamilton attendance area during the past alternative school lottery. This decision, though controversial, bodes well for the future racial balance of Hamilton.

Hamilton was projected to be 60.4 percent black for the opening of the 1982-83 school year and possibly as high as 62.3 percent black. But, fourteen more non-blacks than projected, thirteen from the discontinuous area, enrolled. This was offset, however, by the enrollment of fifteen more black students than projected. Thus, instead of being 57.7 percent black, (if only 14 non-blacks had enrolled) Hamilton is 59.9 percent black.

The 1982-83 Hamilton first grade class is proportionately less black in enrollment than either the second or third grade. As well, in 1981-82 only 34 percent of the 1980-81 discontinuous kindergarten class enrolled at Hamilton. This year that percentage has risen to 69 percent, though still below projection by six pupils. The racial percentage of the 1982-83 first grade class is not within the Court-ordered range -- 58.7 percent -- but, if 1983-84 mirrors 1982-83, Hamilton may likely open in October, 1983 within the Court-ordered range.

There is one other interesting fact about the 1982-83 Hamilton enrollment. Grades two and three contain eighteen more discontiguous non-blacks than projected. Students in those grades did not transfer out of Hamilton over the summer at nearly the rate they had previously. This too bodes well for the future.

However, one thing is obvious. If the current freeze on alternative school transfers among non-blacks in the Hamilton attendance area is not continued, Hamilton may likely never come within the Court-ordered racial enrollment range. If the freeze is continued and the current program mix at Hamilton is sensibly maintained, Hamilton may come within range by the 1983-84 school year.

There are other options but they would require restructuring the present remedy plan.

C. SPECIAL EDUCATION PROGRAM ENROLLMENTS

As of June 6, 1983, there were 6,773 Columbus resident students enrolled in special education programs administered by the Columbus Public Schools. Of this number, 42.0 percent were non-white. No special education program exceeded a black enrollment of 50 percent.

Compared to last year, the number of special education enrollees has declined by 880 students and the percent of non-white enrollment has risen by 2.9 percentage points. Program enrollments are contained in the following table.

SPECIAL EDUCATION ENROLLMENTS, BY RACE
June 6, 1983

<u>Program</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>	<u>% Non-White</u>
Hearing Impaired	96	63	159	39.6
Crippled	166	124	290	42.8
Visually Impaired	54	26	80	32.5
Severe/Multiple	66	30	96	31.3
Learning Disabled (SLD)	1,738	1,124	2,862	39.3
Severe Behavior (SED)	293	260	553	47.0
Educable Retarded (EMR)	1,022	1,014	2,036	49.8
Speech & Language (SLH)	<u>496</u>	<u>201</u>	<u>697</u>	<u>28.8</u>
TOTAL	3,931	2,842	6,773	42.0

D. STUDENT MOBILITY

During the interval between August 30, 1982, and the close of school on June 10, 1983, a total of 9,546 students withdrew or transferred from the Columbus City School District. Not all of these students could be accounted for, and 14 (or .2 percent) are considered "Lost." As such, these students do not appear in any of the following analyses. Thus, 9,532 of these transfer/withdrawals can be accounted. This compares to other desegregation years as follows.

TOTAL STUDENT MOBILITY
A FOUR-YEAR COMPARISON

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Total Mobility	8,435	6,821	7,023	9,546
Lost	<u>641</u>	<u>640</u>	<u>435</u>	<u>14</u>
Accounted Mobility	7,794	6,181	6,588	9,532

Accounted-mobility is the highest ever. This is partially due to an effort to better account for "Lost" students. Improvement in pupil-personnel accounting procedures has increased the known mobility of district students to a degree.

1. School District to School District Transfers

During the 1982-83 school year, 6,987 students transferred from the Columbus City School District to another school district. Of this total, 21.4 percent of the students were black. An accounting of these students by general destination follows

SCHOOL DISTRICT TO SCHOOL DISTRICT TRANSFERS
1982-83

<u>Destination</u>	<u>Total Number</u>	<u>% Black</u>	<u>%Of Total Transfers</u>
Private/Parochial Schools	1,088	21.2	15.6
Neighboring School Districts	2,608	13.5	37.3
Out-of-Central Ohio	1,031	21.7	14.8
Out-of-State	<u>2,260</u>	<u>30.4</u>	<u>32.3</u>
TOTAL	6,987	21.4	100.0

Over the course of the four years of school desegregation, these student transfers have changed. This data comparison follows.

SCHOOL DISTRICT-TO-SCHOOL DISTRICT TRANSFERS
A FOUR-YEAR COMPARISON

<u>Destination</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Private/Parochial Schools	654	495	560	1,088
Neighboring School Districts	1,910	1,549	1,520	2,608
Out-of-Central Ohio	972	744	712	1,031
Out-of-State	<u>2,143</u>	<u>1,558</u>	<u>1,778</u>	<u>2,260</u>
TOTAL	5,679	4,346	4,570	6,987

The percentage of students transferring to all points has increased when compared to previous years.

2. Student Withdrawals to Non-School Sites

Since August 30, 1982, 1,441 students withdrew from the Columbus City School District and did not enroll in another school system. Of this number, 40.7 percent were black students. An analysis of these withdrawals, by reason for withdrawing, is displayed on the following page.

3. Student Dropouts

During the time interval in question, 1,241 students dropped out of the Columbus City School District with the intent of not completing their education. Of this number, 40.4 percent were black students. An analysis of this category of student mobility is displayed in the following table.

STUDENT DROPOUTS
August 30, 1982 - June 10, 1983

<u>Reason</u>	<u>Total Number</u>	<u>Black Students</u>	<u>% Black</u>	<u>% of Total Dropouts</u>
Refuses to Attend	255	99	38.8	20.5
Full-Time Work Permit	231	36	15.6	18.6
Overage	747	362	48.5	60.3
Military Service	<u>8</u>	<u>4</u>	<u>50.0</u>	<u>.6</u>
TOTAL	1,241	501	40.4	100.0

STUDENT WITHDRAWALS TO NON-SCHOOL SITES
August 30, 1982 - June 10, 1983

<u>Withdrawal Reason</u>	<u>Total</u>	<u>Black Students</u>	<u>% Black</u>	<u>% Of Total Withdrawals</u>
Parent Responsibility	66	37	56.1	4.5
Immature Kindergarten	58	23	39.7	4.0
Medical	21	9	42.9	1.8
Deceased	32	9	28.1	2.2
Correctional Institution	226	114	50.4	15.6
Runaway	73	19	26.0	5.1
Moved-No Notice	849	306	36.0	58.8
Pre-K Withdrawal	7	4	57.1	.5
Legal Exclusion	<u>109</u>	<u>66</u>	<u>60.6</u>	7.5
TOTAL	1,441	587	40.7	

A comparison of these withdrawals to prior school years is not possible due to changes in categories of withdrawal enumeration.

Being overage and no longer desiring to complete a secondary education continues to account for the largest proportion of dropout-students. Due to the elimination of "marriage" as a legitimate dropout reason and the addition of "refuses to attend" as a new reason for dropping out, comparisons to other years cannot be made.

The number of full-time work permits is most likely down due to the economy. New induction standards which now require a diploma or a GED equivalent, probably account for the low number of military-service dropouts.

4. New to District Students - In-Migrants

a) End of Year Enrollment Status

During the 1982-83 school year, 8,705 students enrolled in the Columbus Public Schools from other school districts or re-enrolled from former dropout categories. Of this number, 28.2 percent were black students. This is 13.1 percentage points lower than the city-wide percentage of black students noted in the October, 1982, enrollment report. The table on the following page details the source of each of the 8,704 students.

b) Present Location of 1982-83 In-Migrants

Not all 8,705 students remained in the Columbus Public Schools throughout the school year. The second page following is an accounting of the destinations or reasons for withdrawing from the Columbus Schools given by in-migrants when they withdrew.

IN-MIGRANTS
1982-83

<u>In-Migration Source</u>	<u>Total Number</u>	<u>Number Black</u>	<u>% Black</u>
Bexley	33	15	45.5
Canal Winchester	15	2	13.3
Grandview	22	0	0.0
Hamilton Local	88	10	11.4
Gahanna	88	12	13.6
Groveport-Madison	190	19	10.0
New Albany	13	0	0.0
Reynoldsburg	81	10	12.3
Hilliard	85	6	7.1
Southwestern	727	170	23.4
Upper Arlington	26	3	11.5
Dublin	39	3	7.7
Westerville	248	40	16.1
Whitehall	169	32	18.9
Worthington	72	5	6.9
Private Schools	1,109	388	35.0
Madison County	68	9	13.0
Union County	12	0	0.0
Delaware County	82	11	13.4
Licking County	91	13	14.3
Fairfield County	89	1	1.1
Pickaway County	90	3	3.3
7-County Area	14	1	7.1
School in Ohio	1,243	306	24.6
School Outside Ohio	2,630	851	32.4
Pre-K Withdrawal	2	2	100.0
Immature Kindergarten	61	27	44.3
Moved-No Notice	138	67	48.6
Runaway	39	11	28.2
Parent Responsibility	19	13	68.4
Medical Withdrawal	30	13	43.3
Incarceration	183	80	43.7
Work Permit	67	12	17.9
Military Service	9	5	55.6
Refusal to Attend	28	10	35.7
Legal Exclusion	41	28	68.3
Overage	273	162	59.3
General Withdrawn	7	4	57.1
Lost - Source Unknown	<u>485</u>	<u>110</u>	<u>22.7</u>
TOTAL	8,705	2,454	28.2

1982-83 IN-MIGRANTS
1982-83 REMIGRATION LOCATIONS

<u>Remigration Location</u>	<u>Total Number</u>	<u>Number Black</u>	<u>% Black</u>
Franklin County School	300	47	15.7
7-County Area	104	6	5.8
Private School	96	19	19.8
School In Ohio	249	45	18.1
School Outside Ohio	570	163	28.6
Moved - No Notice	82	18	22.0
Runaway	33	4	12.1.
Refusal to Attend	56	21	37.5
Immature Kindergarten	4	1	25.0
Deceased	2	1	50.0
Incarceration	56	29	51.8
Work Permit	47	5	10.6
Overage	480	227	47.3
Military Service	1	0	0.0
Legal Exclusion	9	6	66.7
General Withdrawn	<u>79</u>	<u>628</u>	<u>36.7</u>
TOTAL	2,179	628	28.8

Of the 2,179 in-migrants who once more transferred, withdrew, or dropped out, 28.8 percent were black or just 6 tenths of a percentage point higher than the total in-migrating population.

Hence, for the second successive school year one in-migrating student in four transferred or again became mobile in some fashion after enrolling in the Columbus School District in 1982-83.

c) Co-Curricular Participation

In May, 1983, the Department of Internal Monitoring surveyed each high school as to the level of co-curricular participation on the part of new-to-district students. Each school was asked to indicate participation in any or all of 15 co-curricular activities. The activities surveyed were:

Cross Country	Volley Ball	Swimming
Football	Vocal Music	Gymnastics
Golf	Orchestra/Band	Baseball
Drill Team	Basketball	Track & Field
Tennis	Wrestling	Softball

The results of this survey are displayed on the following page for each high school. The data represent an unduplicated count of participation; i.e., each pupil was counted only once regardless of the number of activities in which they participated. The results are very close to the participation level of the high school enrollment. It would appear that this group of students neither greatly detract from nor enhance co-curricular participation in our high schools.

NEW TO DISTRICT STUDENTS
CO-CURRICULAR PARTICIPATION
1982-83

<u>High Schools</u>	<u>Number of Students</u>	<u>Total Number of Participating Students</u>	<u>Total Percent of Participating Students</u>
Beechcroft	104	50	24.0
Centennial	104	72	28.6
Briggs	75	42	40.0
Brookhaven	125	26	62.5
East	114	27	70.3
Eastmoor	128	34	41.1
Linden-McKinley	94	20	20.0
Marion-Franklin	96	26	69.2
Alternative	10	8	20.0
Mifflin	90	26	61.5
Northland	141	55	15.8
Independence	72	25	24.0
South	168	21	28.6
Walnut Ridge	145	48	29.2
West	142	39	25.6
Whetstone	<u>89</u>	<u>33</u>	<u>9.1</u>
TOTAL	1,697	552	31.0

The number of 1982-83 high school in-migrants rose over 1981-82 by 21 percent, the number of participants increased by 146.4 percent, but black student participation decreased by 3.8 percentage points.

d) Discipline Records

These data were not available for the writing of this report.

e) City-Wide Test Scores

These data were not available for the writing of this report.

E. STUDENT ATTENDANCE

1. Attendance for the 1982-83 School Year

Student attendance for the 1982-83 school year is portrayed in the table below. For the year, student attendance was 90.5 percent. This is the third consecutive year that student attendance has exceeded the 90 percent level.

1982-83 STUDENT ATTENDANCE
BY 9-WEEK GRADING PERIOD

<u>Level</u>	<u>November</u>	<u>January</u>	<u>March</u>	<u>June</u>	<u>School Year</u>
Kindergarten	94.0	91.4	88.7	90.5	91.1
Elementary	95.4	93.8	91.7	92.9	93.5
Middle School	93.2	91.1	89.2	88.2	90.4
High School	<u>89.2</u>	<u>86.0</u>	<u>85.4</u>	<u>83.6</u>	<u>85.9</u>
Total 1982-83	93.0	90.7	89.1	89.0	90.5
Total 1981-82	92.6	89.3	90.2	89.3	90.3
Total 1980-81	93.1	89.5	89.7	89.3	90.3

2. A Five Year Comparison of Student Attendance

There is some difference in quarterly attendance figures for 1982-83 versus 1981-82. But, variation is too small to be provocative. It is of substantial significance that attendance has been above 90 percent for three of the four years of desegregation. It is also significant that for the past three years attendance rates have exceeded the figure for the 1978-79 school year - the year prior to desegregation. Transporting large number of students has had no dysfunctional impact on school attendance figures.

STUDENT ATTENDANCE
A FIVE-YEAR COMPARISON

<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
89.8	89.6	90.3	90.3	90.5

F. STUDENT DISCIPLINE

The Columbus Public Schools continue to administer the Board-adopted policy on student discipline within the administrative rules and regulations governing such discipline. The policy and the rules and regulations were communicated to the Court in the March 25, 1981 Status Report.

Discipline-action data for the 1982-83 school year, compared wherever possible to 1979-80, 1980-81, and/or 1981-82 data, follow:

1. Expulsions

During the 1982-83 school year, 109 students were expelled. Of this number, 66 or 60.5 percent, were black students. This is an increase of twenty-one students overall when compared to 1981-82 and an increase of 5 tenths of a percentage point in the percentage of expelled black students. Four-year comparisons of expulsion data are found on the following page.

Possession of a weapon has replaced Assaults and Threatened Assaults as the leading reason for expulsion. Arson, possession and/or sale of drugs, and flagrant violations of school rules constitute a third-ranked block of reasons.

Grade-by-grade results follow for the school years 1979-80 through 1982-83. Grades 8, 9, and 10 continue to account for the majority of all expulsions.

EXPULSIONS
1979-80 THROUGH 1982-83
GRADE BY GRADE COMPARISON

<u>GRADE</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
6	0	6	3	3
7	12	10	10	5
8	16	20	10	12
9	33	18	30	38
10	16	12	17	29
11	9	13	10	15
12	<u>2</u>	<u>5</u>	<u>8</u>	<u>7</u>
Total	88	84	88	109

REASONS FOR STUDENT EXPULSIONS
1979-80 THROUGH 1982-83

	<u>1979-80</u>		<u>1980-81</u>		<u>1981-82</u>		<u>1982-83</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
Assault on Teacher, Administrator, Staff	35	5	20	6	9	4	16	6
Possession of a Weapon	12	4	3	7	5	9	18	12
Threatened Assault	12	1	2	0	7	3	7	1
Disruption of School	4	3	1	3	5	4	5	1
Assault on a Student	6	1	13	4	9	1	2	8
Possession/Sale of Drugs	0	2	1	3	3	6	6	4
Flagrant Violation of Rules	0	0	1	3	6	2	6	9
Repeated Offenses	0	0	1	3	1	2	3	1
Theft	0	0	2	0	0	0	2	0
Repeated Profanity	0	0	0	1	0	0	0	0
Arson	1	1	4	5	6	2	1	1
Destruction of Property	1	0	0	1	1	3	0	0
Total	<u>71</u>	<u>17</u>	<u>48</u>	<u>36</u>	<u>52</u>	<u>36</u>	<u>66</u>	<u>43</u>

2. School Suspensions

During the 1982-83 school year, 15,815 school suspensions were administered. Of this number, 51.9 percent (or 8,208 school suspensions) were administered to black students. Over the course of the first four years, the number of school suspensions has risen each year while the percentage of these suspensions issued to black students has been declining - from 53.4 in 1979-80 to 51.9 in 1982-83. The table below contains the data comparisons for the school suspensions cited in this paragraph.

	SCHOOL SUSPENSIONS 1979-80 THROUGH 1982-83			
	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Total Number Issued	12,027	12,485	13,225	15,815
Number Issued to Blacks	6,423	6,392	6,947	8,208
Percent Issued to Blacks	53.4	51.2	52.5	51.9

3. Saturday School Suspensions

During the 1982-83 school year, 13,056 Saturday school suspensions were issued; 6,491 (or 49.7 percent) were issued to black students.

Prior to the 1982-83 school year, only one high school employed this discipline option. Now each high school and five middle schools are able to use the Saturday School option to school suspensions. Because this expanded program has been in place for only one year no comparisons to prior years can be made.

4. Corporal Punishment

The number of corporal punishments administered in 1982-83 continues to drop dramatically. During the 1982-83 school year, 20,528 corporal punishments were administered; 12,344 (60.1 percent) to black students. This is a decrease in corporal punishments of 9.7 percent over 1981-82 and a decrease of 33 percent since 1980-81. The decrease among black students has been less than the overall rate; 28.6 vs 33.0 percent. A four-year comparison of this disciplinary action is found below.

CORPORAL PUNISHMENTS

1979-80 THROUGH 1982-83

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Total Number Issued	31,000	30,660	22,727	20,528
Number Issued to Blacks	17,546	17,292	12,957	12,344
Percent Issued to Blacks	56.6	56.4	57.0	60.1

5. Hearings

This form of disciplinary action has no comparative data from 1979-80 or 1980-81. In 1979-80, statistics were not maintained on this action. Data were collected in 1980-81, with 6,224 reported hearings, 55.7 percent of which were conducted with black students. For the 1981-82 school year, the definition of a hearing was amended to read: "a discussion of behavior held with the student and adult responsible for the student which results in no other punishment." During 1981-82, 2,696 such hearings were conducted, of which 55.8 percent (or 1,504) were conducted with black students. In 1982-83, 2,981 hearings were held, 53.9 percent involving black students (1,607 hearings). This is an increase of 285 hearings and a decline of 1.9 percentage points.

6. Class Transfers

Transferring a pupil from one class to another is a moderate form of disciplinary action that occurs infrequently. Data on this action were not maintained in 1979-80. In 1980-81, 65 such transfers were effected, with 66.1 percent issued to black students. The number of such transfers decreased to 34 during the 1981-82 school year, and the percent issued to black students declined to 55.9 percent. In 1982-83, 15 class transfers were reported, 11 or 73.3 percent were issued to black students.

7. Adjustment Transfers

Beginning with the 1980-81 school year, the school district initiated pupil accounting for transfers from one school to another for disciplinary reasons. At that time this accounting system became a part of the district's computerized discipline file. As such, the district is now able to report on this form of discipline to the Court.

In 1980-81, there were 170 adjustment transfers invoked for disciplinary reasons. Black students incurred 118 or 69.4 percent of these transfers. In 1981-82 there were 121 of these transfers, with 61.1 percent or 74 issued to black students. In 1982-83, 108 such transfers were issued with 79.6 percent or 86 being issued to black students.

8. Bus-Ride Suspensions

Due to extreme or repeated misbehavior while riding a bus to or from school students are suspended. The district has added this discipline procedure to the computerized discipline file and is able to report on this form of discipline for the 1982-83 school year.

During 1982-83, 861 bus-ride suspensions were reported; 513 or 59.6 percent were issued to black students. No comparative data exists.

9. 1983 Student Opinion Survey Results
Relating to Discipline

School rules and student discipline are highly sensitive areas in every desegregated school district. The important questions in such districts concern the fairness and equitability of such rules and discipline. For example, are all students, regardless of race, equally likely to be punished for breaking a rule? Are school rules perceived to be fair by both black and non-black students? To answer these questions and to obtain as realistic a picture of discipline as possible, a series of questions concerning school discipline was included in the Student Opinion Survey. This survey, completed in May 1983, was administered to over 24,000 middle and high school students. A summary of responses indicates that students have definite attitudes about the controversial topic of discipline.

- Most students know and understand school rules and regulations.

61% of the high school students and 57% of the middle school students reported that students at their school know and understand school rules.

- Most students feel that student behavior needs to be improved.

61% of the high school students and 65% of the middle school students reported that student behavior needs to be improved. At the high school level this was an increase of one percentage point while the middle school remained the same as last year.

- School rules are fair.

43.9% of the high school students and 44.1% of the middle school students feel that school rules are fair. About one-third of the students at each level disagreed.

- Students have mixed feelings about equal treatment at their school.

At the high school level, 38.7% of the students feel that students receive equal treatment at their school and 38.3% disagree. At the middle school level, 41.7% believe that students do receive equal treatment while 34% disagree. At both the high school and middle school levels, however, these were the highest percentages of agreement recorded in three years.

- School rules are enforced fairly.

43.1% of the high school students and 48.5% of the middle school students feel that school rules are enforced fairly. This is an increase of 8.3 percentage points at the high school level and 8.6 percentage points at the middle school level since the beginning of desegregation.

Preliminary analyses of the survey data also indicate that both black and non-black students have similar attitudes about discipline. For example, in response to the question as to whether school rules are enforced fairly, 42% of the non-black high school students agreed as compared to 45% of black high school students. In response to a question concerning whether or not students receive equal treatment at their school, 37.7% of the black students and 39.8% of the non-black students at the high school level responded that there was equal treatment. This would seem to indicate that the perceptions of black and non-black students are similar about school rules and equal treatment.

10. Columbus Comparison to Other Ohio School Districts

The Department of Internal Monitoring surveyed eleven other Ohio city school districts regarding the number of pupils corporally punished, suspended from school, and expelled during 1981-82. These data are displayed on the following three pages. Columbus is compared to the seven urban, Ohio districts using a rank-ordering system.

A summary of an analysis of these rankings reveal the following with regard to the standing of the Columbus Public Schools in each discipline area.

Corporal Punishment

- First in number of pupils corporally punished.
- Second in percent of corporal punishments issued to black pupils.
- Second in percentage of total enrollment corporally punished.
- Fourth in percentage of our black population being corporally punished.

School Suspensions

- Second in total number of pupils suspended.
- Sixth in percent of total population suspended.
- Fifth in percent of suspendees being black.
- Sixth in terms of percent of black population suspended.

School Expulsions

- Sixth in total number of expulsions.
- Tied for sixth in terms of percent of enrollment expelled.
- Third in percentage of expelled pupils being black with Canton and Cincinnati not reporting race of expelled pupils.
- Fourth in percent of black enrollment expelled, again with Canton and Cincinnati not reporting the race of expelled pupils.

This analysis indicates that the Columbus City School District is surpassed by even moderately-sized school districts in terms of the percent of total enrollment disciplined and in terms of the percent of the total black enrollment disciplined. Only in the area of total number of corporal punishments does Columbus surpass its expected ranking.

DISCIPLINE DATA COMPARISONS
OHIO LARGE-CITY SCHOOL DISTRICTS
1981-82 CORPORAL PUNISHMENTS

<u>School Districts</u>	<u>Enrollment</u>		<u>Discipline Data</u>			
	<u>Total</u>	<u>% Black</u>	<u>Total # of Pupils</u>	<u>% of Total Enrollment</u>	<u>% Black</u>	<u>% of Black Enrollment</u>
Akron	37,502	35.3	6,148	16.4	52.1	24.2
Canton	14,010	22.7	1,023	7.3	44.4	14.3
Cincinnati	52,520	57.2	1,554	3.0	60.4	3.1
Cleveland	80,210	67.4	5,018	6.3	73.7	6.8
Columbus	70,643	40.6	10,368	14.7	53.4	19.3
Dayton	31,958	57.4	2,997	9.4	39.0	6.4
Toledo	44,445	34.0	- 0 -	00.0	00.0	00.0
Youngstown	15,327	55.5	1,417	9.2	70.4	11.7
Columbus Rank	2	5	1	2	4	2

DISCIPLINE DATA COMPARISONS
OHIO LARGE-CITY SCHOOL DISTRICTS
1981-82 SCHOOL SUSPENSIONS

<u>School Districts</u>	<u>Enrollment</u>		<u>Discipline Data</u>			
	<u>Total</u>	<u>% Black</u>	<u>Total # of Pupils</u>	<u>% of Total Enrollment</u>	<u>% Black</u>	<u>% of Black Enrollment</u>
Akron	37,502	35.3	4,524	12.1	52.5	17.9
Canton	14,010	22.7	1,422	10.1	35.4	15.9
Cincinnati	52,520	57.2	5,746	10.9	70.8	13.5
Cleveland	80,210	67.4	12,201	15.2	76.3	17.2
Columbus	70,643	40.6	7,505	10.6	52.8	13.8
Dayton	31,958	57.4	2,506	7.8	55.5	7.6
Toledo	44,445	34.0	5,808	13.1	48.8	18.8
Youngstown	15,327	55.5	3,057	20.0	56.9	20.5
Columbus Rank	2	5	2	6	5	6

DISCIPLINE DATA COMPARISONS
OHIO LARGE-CITY SCHOOL DISTRICTS
1981-82 SCHOOL EXPULSIONS

<u>School Districts</u>	<u>Enrollment</u>		<u>Discipline Data</u>			
	<u>Total</u>	<u>% Black</u>	<u>Total # of Pupils</u>	<u>% of Total Enrollment</u>	<u>% Black</u>	<u>% of Black Enrollment</u>
Akron	37,502	35.3	24	.06	33.3	.06
Canton	14,010	22.7	96	.68	No Data Reported By District	
Cincinnati	52,520	57.2	130	.25	No Data Reported By District	
Cleveland	80,210	67.4	68	.08	77.9	.10
Columbus	70,643	40.6	88	.12	59.1	.18
Dayton	31,958	57.4	386	1.2	48.7	1.02
Toledo	44,445	34.0	497	1.1	44.3	1.20
Youngstown	15,327	55.5	125	.82	65.6	1.0
Columbus Rank	2	5	6	6	4:6	4:6

G. PUPIL PARTICIPATION IN CO-CURRICULAR ACTIVITIES

1. Statistics for Fall, 1982 Student Participation

A study of fall co-curricular activities in the 15 comprehensive high schools revealed that a total of 6,402 students participated in 11 major school activities. Of this total, 2,398 or 37.5 percent of the students were black. Overall, this represents an increase of 1.2 percentage points in black student participation compared to fall 1981 data and an increase of 3.7 percentage points compared to fall 1980 data.

The table below reports the level of student participation for fall activities. Once again, it should be noted that co-curricular activities at the high school level continue to be racially representative.

PARTICIPATION IN MAJOR FALL
CO-CURRICULAR ACTIVITIES
FALL, 1982

<u>Activity</u>	<u>Black</u>	<u>Non-Black</u>	<u>Total</u>	<u>% Black</u>
Cross Country	100	167	267	37.5
Football				
(Varsity & Reserve)	693	561	1,254	55.3
Golf Team	0	141	141	0.0
Cheerleaders				
(Varsity)	41	61	102	40.2
Cheerleaders				
(Reserve)	40	64	104	38.5
Band	273	959	1,232	22.2
Drill Team	156	215	371	42.0
Girls' Tennis	45	94	139	32.4
Girls' Volleyball	134	180	314	42.7
Vocal Music Groups	877	1,427	2,304	38.1
Orchestra	39	135	174	22.4
Total	2,398	4,004	6,402	37.5

On an individual school basis for fall 1982, black pupil participation in school activities varied from a high of 71.3 percent at Mifflin to a low of 16.8 percent at Whetstone. The following table demonstrates these data for fall 1982.

BLACK STUDENT PARTICIPATION IN MAJOR
FALL ACTIVITIES COMPARED TO BLACK ENROLLMENT

<u>School</u>	<u>% Black Enrollment</u>	<u>% Black Participation</u>
Mifflin	52.7	71.3
South	40.9	57.6
Linden McKinley	49.9	50.6
Marion Franklin	44.2	48.1
East	39.0	46.5
Eastmoor	48.1	43.6
Briggs	35.8	37.8
Brookhaven	41.8	36.7
Beechcroft	40.8	31.6
West	32.2	28.3
Northland	33.6	26.9
Centennial	41.4	26.2
Walnut Ridge	40.5	23.6
Independence	34.3	23.3
Whetstone	39.6	16.8

One year ago, in fall 1981, black student participation ranged from 64.2 percent to 14.3 percent. At that time three schools, Briggs, Centennial, and Independence were registering low percentages of black student participation in fall activities. These low percentages were reported in the January, 1982 Report to the Federal District Court. In contrast to that report, data for fall 1982 indicated that Briggs has demonstrated a 268.7 percent increase in black student participation when compared to fall 1981.

Centennial has demonstrated a 60.0 percent increase in black student participation over fall 1981.

Independence and Whetstone both registered a 11.9 percent increase in black student participation over fall 1981.

Analysis of total student participation for all high schools revealed that 101 more students are participating in school activities than last year; however, non-black participation declined by 12 students and black student participation increased by 113 students. Thus, while non-black participation decreased, black participation rose by almost five percent.

Further investigation of fall 1982 data revealed the following:

Vocal Music continues to attract the largest number of participants in fall school activities; 36.6 percent of all black pupil participation occurs in vocal music.

28.9 percent of all black pupil participation is in varsity and reserve football.

There are no black students on any golf team in the school district.

Independence reported no black girls on their varsity cheerleader squad and Briggs reported no black girls on either the varsity or reserve squads.

Although analysis of the fall 1982 co-curricular data presented favorable indicators of black pupil participation, several concerns about the individual school data precipitated further investigation.

One concern centered on Varsity and Reserve Cheerleading teams. The data revealed that Independence had no black students on the varsity squad, and Briggs reported no black students on either the varsity or reserve squads.

The Internal Monitoring Office held discussions with the principal, the activity coordinator, and the cheerleader team advisors at both Briggs and Independence. These school officials emphasized that much effort has been expended in

trying to get black girls interested in cheerleading. At Briggs, team advisors reported that they have met with girls, have personally invited girls to go out for the team, encouraged those who showed interest or talent, and even transported girls from their homes to special practices. The girls, however, did not stick with the team and left for one reason or another. The advisors, however, believe that it is only a matter of time before black students become fully involved in all school activities. "Each year it becomes better, but the process can't be pushed."

At Independence, advisors and students reported that black girls are becoming more interested in the cheerleading squad. They want to be a part of it and do try out, "in spite of the money", in the words of one black student. Approximate costs for each cheerleader, which include cheerleading camp and uniforms, average over \$250.00.

Even with the costs involved, the long hours of practice, and the hard work, black girls are trying out for the cheerleading squads.

The problems with the lack of black representation on the cheerleading squads at these schools do not appear to be racially motivated. Students themselves feel that the process

of cheerleader selection is fair and equitable. Any girl is eligible to try out for the squad; outside judges are utilized in the selection process; blacks are represented on the judging teams; and girls are rated on their presentation, routine and skills. The Internal Monitoring Office is confident that the selection process employed at these schools is fair and equitable to the total student body.

A somewhat different problem occurs at Centennial. While the school's enrollment is over 41 percent black, the number of black students participating in co-curricular activities is comparatively low, only 26.2 percent. Although the level of black student participation has increased since 1980, almost two-thirds of black participation occurs in vocal music with the remaining third spread over eleven major activities.

The Monitoring Office met with the principal and the activity coordinator and held discussions with representatives of the staff and students. Centennial is facing a dilemma of which the school is actively aware and is trying to ameliorate. Black students wish to participate in Centennial's activity programs; they feel that they will miss out on high school if they do not participate. Blacks feel welcome on all Centennial teams, and they try out for teams. Transportation, however, is a major blocking factor to participation. Centennial is served by a COTA line but the black students need to transfer up to three times to get to the school. Very few black students own cars; many families do not own cars. Thus, transportation to and from events becomes a frustrating experience.

This problem is most readily exemplified by the Centennial Pep Club. This year the activity coordinator established a Pep Club to improve school spirit at athletic events. About 50 girls joined, nearly all black and nearly all ninth and tenth graders. The students spent 10-15 dollars of their own money for sweatshirts and related I.D. materials and held practices. All of the members participated at the pep rallies which are held during school hours, but only five or six make it to the games due to lack of transportation. This was true even of home games.

After reviewing the situation thoroughly, the Monitoring Office recommended several alternatives to facilitate transportation of the Pep Club members to school events. These alternatives are being considered for implementation.

Although concern has been expressed by the Court and the plaintiffs about the extent of black student participation in school activities, it is important for the Court and the community to know that schools, staff, and students are expending a great deal of effort to involve students in all activities. The 37.5 percent black student representation in fall 1982 co-curricular activities demonstrates increasing evidence that black students are fully participating in the life and environment of the high schools in the Columbus School District. School activity participation is a positive picture and indicates continued improvement in the future.

A complete school-by-school analysis of the student participation by race follows.

RACIAL BALANCE REPORT

1982-83 FALL ACTIVITIES	CROSS COUNTRY			VARSITY FOOTBALL			RESERVE FOOTBALL			GOLF		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	--	--	--
BEEHCROFT	09	17	25	34	26	60	22	30	52	00	12	12
BRIGGS	04	09	13	26	48	74	--	--	--	00	11	11
BROOKHAVEN	06	02	08	36	28	64	--	--	--	00	08	08
CENTENNIAL	03	18	21	09	33	42	--	--	--	00	12	12
EAST	06	06	12	33	05	38	25	19	44	00	08	08
EASTMOOR	00	08	08	28	06	34	21	24	45	00	11	11
INDEPENDENCE	06	10	16	16	59	75	--	--	--	00	08	08
LINDEN-MCKINLEY	06	07	13	17	08	25	19	07	26	00	11	11
MARION-FRANKLIN	14	11	25	38	17	55	29	32	61	00	06	06
MIFFLIN	12	02	14	42	13	55	37	09	46	00	07	07
NORTHLAND	09	13	22	46	47	93	--	--	--	00	13	13
SOUTH	11	04	15	59	12	71	37	09	46	00	05	05
WALNUT RIDGE	04	36	40	23	37	60	30	21	51	00	12	12
WEST	07	14	21	31	36	67	--	--	--	00	06	06
WHETSTONE	03	10	13	35	35	70	--	--	--	00	11	11
TOTALS	100	167	267	473	410	883	220	151	371	00	141	141
PERCENTAGES	37%	63%		54%	46%		59%	41%		00	100%	

RACIAL BALANCE REPORT

1982-83 FALL ACTIVITIES	VARSITY CHEERLEADERS			RESERVE CHEERLEADERS			BAND			DRILL TEAM		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	09	16	25	--	--	--
BEECHCROFT	03	03	06	01	05	06	20	75	95	06	22	28
BRIGGS	00	07	07	00	05	05	04	44	48	01	16	17
BROOKHAVEN	02	04	06	02	04	06	10	46	56	06	22	28
CENTENNIAL	01	08	09	01	05	06	08	47	55	05	06	11
EAST	05	03	08	06	03	09	15	50	65	15	05	20
EASTMOOR	02	04	06	03	05	08	40	72	112	15	12	27
INDEPENDENCE	00	06	06	02	04	06	16	69	85	09	15	24
LINDEN-MCKINLEY	04	02	06	03	04	07	15	21	36	22	00	22
MARION FRANKLIN	05	03	08	06	02	08	32	70	102	26	14	40
MIFFLIN	07	00	07	05	02	07	21	19	40	13	13	26
NORTHLAND	01	05	06	01	05	06	15	149	164	02	27	29
SOUTH	04	02	06	04	02	06	36	54	90	12	05	17
WALNUT RIDGE	02	06	08	04	07	11	22	102	124	12	30	42
WEST	03	03	06	01	05	06	14	61	75	03	14	17
WHETSTONE	02	05	07	01	06	07	05	80	85	09	14	23
TOTALS	41	61	102	40	64	104	282	975	1257	156	215	371
PERCENTAGES	40%	60%		38%	62%		22%	78%		42%	58%	

RACIAL BALANCE REPORT

1982-83 FALL ACTIVITIES	GIRLS TENNIS			GIRLS VOLLEYBALL			VOCAL MUSIC GROUPS			ORCHESTRA		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	39	111	150	10	27	37
BEEHCROFT	05	07	12	05	19	24	44	102	146	05	15	20
BRIGGS	02	05	07	07	21	28	73	26	99	01	02	03
BROOKHAVEN	01	06	07	12	10	22	58	95	153	02	08	10
CENTENNIAL	00	11	11	01	16	17	52	68	120	00	01	01
EAST	06	02	08	06	08	14	35	65	100	02	03	05
EASTMOOR	02	07	09	09	09	18	99	118	217	04	13	17
INDEPENDENCE	03	07	10	05	14	19	37	117	154	--	--	--
LINDEN-MCKINLEY	--	--	--	16	04	20	27	60	87	01	03	04
MARION-FRANKLIN	06	04	10	17	04	21	45	63	108	08	18	26
MIFFLIN	09	02	11	22	01	23	138	54	192	02	02	04
NORTHLAND	00	08	08	04	14	18	60	73	133	02	26	28
SOUTH	07	02	09	17	07	24	100	100	200	03	11	14
WALNUT RIDGE	01	12	13	05	14	19	32	153	185	06	26	32
WEST	03	10	13	07	17	24	59	161	220	02	02	04
WHETSTONE	00	11	11	01	22	23	18	172	190	01	05	06
TOTALS	45	94	139	134	180	314	916	1538	2454	49	162	211
PERCENTAGES	32%	68%		43%	57%		37%	63%		23%	77%	

RACIAL BALANCE REPORT

1982-83 FALL ACTIVITIES	SUMMARY OF FALL SPORTS		
	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	58	154	212
BEECHCROFT	154	333	487
BRIGGS	118	194	312
BROOKHAVEN	135	233	368
CENTENNIAL	80	225	305
EAST	154	177	331
EASTMOOR	223	289	512
INDEPENDENCE	94	309	403
LINDEN-MCKINLEY	130	127	257
MARION-FRANKLIN	226	244	470
MIFFLIN	308	124	432
NORTHLAND	140	380	520
SOUTH	290	213	503
WALNUT RIDGE	141	456	597
WEST	130	329	459
WHETSTONE	75	371	446
TOTALS	2456	4158	6614
PERCENTAGES	37%	63%	

Further information to support the district's desegregation efforts was collected by the Office of Student Activities late in October. This report analyzed the racial composition of the high school Homecoming Queens and their attendants. Of those elected to the Courts, 49 percent were black pupils. Of those elected Homecoming Queen, 9 of 15, or 60 percent, were black pupils.

The following table reports the racial composition of the Homecoming Queens and Court attendants for the 1980-81, 1981-82, and the 1982-83 school years.

HOMEcoming QUEEN AND ATTENDANTS

<u>School</u>	<u>1980-81</u>		<u>1981-82</u>		<u>1982-83</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
Beechcroft	*2	3	2	*3	3	*3
Briggs	3	*7	2	*3	2	*3
Brookhaven	*2	3	*2	3	*2	3
Centennial	1	*4	2	*3	*2	5
Central	*1	5	4	*2	-	-
East	*4	1	3	*2	*3	2
Eastmoor	2	*3	*2	3	3	*2
Independence	1	*4	2	*3	3	*2
Linden-McKinley	*3	2	4	*1	*4	1
Marion-Franklin	7	*3	*4	6	6	*4
Mifflin	*3	2	4	*5	*6	4
Northland	4	*6	*3	7	3	*7
South	3	*4	*5	3	*4	4
Walnut Ridge	0	5	2	*3	*2	3
West	*1	4	2	*3	*1	4
Whetstone	*1	4	2	*3	*5	5
Total	38	60	45	53	49	52
Percentage	39%	61%	46%	54%	49%	51%

*Denotes Homecoming Queen Included.

2. Statistics for Winter 1982 Student Participation in Co-Curricular Activities.

Summary analyses of the 1982-83 winter co-curricular activities in the 15 comprehensive high schools revealed that a total of 5,258 students participated in 13 major school activities. Of this total, 2,097 or 39.9 percent of the students were black. Overall, this represents an increase of 3.4 percentage points in black student participation compared to winter 1981 data and an increase of 5.0 percentage points compared to winter 1980 data. The table below reports the level of student participation for winter activities.

PARTICIPATION IN MAJOR WINTER
CO-CURRICULAR ACTIVITIES
WINTER, 1982

<u>Activity</u>	<u>Black</u>	<u>Non-Black</u>	<u>Total</u>	<u>% Black</u>
Boys' Varsity				
Basketball	151	33	184	82.1
Boys' Reserve				
Basketball	182	32	214	85.0
Girls' Varsity				
Basketball	130	48	178	73.0
Girls' Reserve				
Basketball	137	37	174	78.7
Varsity Wrestling	141	227	368	38.3
Reserve Wrestling	97	128	225	43.1
Gymnastics	3	16	19	15.8
Boys' Swimming	11	47	58	19.0
Girls' Swimming	9	83	92	9.8
Varsity Cheerleaders	42	62	104	40.4
Reserve Cheerleaders	42	66	108	38.9
Vocal Music Groups	874	1,382	2,256	38.7
Orchestra	<u>278</u>	<u>1,000</u>	<u>1,278</u>	<u>21.8</u>
Total	2,097	3,161	5,258	39.9

On a school-by-school basis, black-pupil participation in winter activities ranged from a high of 70.2 percent at Mifflin to a low of 18.5 percent at Whetstone.

The following table demonstrates these data for the 1982-83 school year.

BLACK-STUDENT PARTICIPATION IN
WINTER ACTIVITIES COMPARED TO BLACK
ENROLLMENT FOR THE 1982-83 SCHOOL YEAR

<u>School</u>	<u>% Black Enrollment</u>	<u>% Black Participation</u>
Mifflin	52.7	70.2
Briggs	35.8	58.4
Marion Franklin	44.2	56.2
South	40.9	54.6
Linden McKinley	49.9	51.4
Eastmoor	48.1	43.5
East	39.0	40.8
Brookhaven	41.8	40.6
Centennial	41.4	36.8
West	32.2	32.5
Independence	34.4	31.2
Beechcroft	40.8	30.3
Northland	33.6	28.3
Walnut Ridge	40.5	25.5
Whetstone	39.6	18.5

Analysis of this data indicates that thirteen of the fifteen high schools are racially represented in school activities. Mifflin's activities are overly representative of the black student population and Whetstone's activities are slightly below the range of representation. Whetstone, however, continues to improve racial representativeness in winter activities; this year's data demonstrates an increase of 8.6 percentage points in black student participation compared to winter 1981.

A further analysis of school-by-school percentages of black and non-black student participation revealed the following:

Boys' Varsity Basketball is 82 percent black in population. This is an increase of 4 percentage points in black participation compared to winter, 1981. East, Linden McKinley, Marion Franklin, and South have all-black varsity squads and three other schools have only one non-black member on their varsity squads.

Boys' Reserve Basketball is 85 percent black in population. Five schools have one-race teams; Eastmoor, Marion-Franklin, Mifflin, South, and West report all-black reserve teams.

Girls' Varsity Basketball is 73 percent black on a city-wide basis. This is an increase of 9 percentage points over last year. South High remains the only school with a one-race black team.

Girls' Reserve Basketball is 79 percent black in population. This is an increase of 7 percentage points over last year. East is the only school that has no reserve team. Only Brookhaven and Mifflin have one-race, black teams.

Varsity Wrestling is balanced overall with 38 percent of the participants being black. All schools reported one or more black students on their varsity teams.

Reserve Wrestling is balanced overall with 43 percent of the participants being black. Five high schools do not have a reserve program. All schools having the program report three or more black students on their reserve squads.

Girls' Gymnastics teams exist only at Centennial and Walnut Ridge. Black students are represented on both teams.

Swimming teams exist only at five high schools: Eastmoor, Mifflin, Northland, Walnut Ridge, and Whetstone. Eastmoor and Whetstone have one-race, non-black teams.

Varsity Cheerleading is balanced overall, with 40 percent of all participants being black; however, this is a decrease of 5 percentage points in overall black membership compared to one year ago. Two schools, Briggs and Independence have no black members on their cheerleading squads and Mifflin has an all-black squad.

Reserve Cheerleading is likewise balanced overall with 39 percent of the participants being black. This is a decrease of 3 percentage points compared to last year. Briggs is the only school with no black girls on the reserve cheerleading squad.

Vocal Music continues to be the largest winter co-curricular activity program with 2,430 students participating. On a city-wide basis, 38 percent of all participants are black; this is an increase of 4 percentage points over last year. All schools are racially represented and black representation ranges from 9 percent at Whetstone to 77 percent at Briggs. Black participation at Whetstone has increased 5 percentage points over last year.

Orchestra and instrumental groups have black pupil representation at every school, although Briggs and Whetstone black membership is slightly over 5 percent. Overall black representation is 22 percent, almost the same as a year ago.

In summary, winter co-curricular activities, on a city-wide basis, are representative of black-pupil enrollment figures. Total black participation in school activities has increased 3.4 percentage points over the two-year period.

A complete school-by-school analysis of student participation by race follows.

RACIAL BALANCE REPORT

1982-83 WINTER ACTIVITIES	BOYS VARSITY BASKETBALL			BOYS RESERVE BASKETBALL			GIRLS VARSITY BASKETBALL			GIRLS RESERVE BASKETBALL		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	--	--	--
BEEHCROFT	07	03	10	09	02	11	06	05	11	08	06	14
BRIGGS	07	04	11	12	02	14	06	05	11	07	02	09
BROOKHAVEN	10	01	11	12	04	16	12	04	16	18	00	18
CENTENNIAL	04	07	11	07	05	12	08	02	10	06	05	11
EAST	13	00	13	10	04	14	09	03	12	--	--	--
EASTMOOR	13	01	14	14	00	14	08	01	09	10	02	12
INDEPENDENCE	11	03	14	13	01	14	05	06	11	12	01	13
LINDEN-MCKINLEY	12	00	12	13	01	14	14	01	15	14	03	17
MARION-FRANKLIN	14	00	14	15	00	15	14	01	15	12	01	13
MIFFLIN	10	01	11	15	00	15	11	01	12	11	00	11
NORTHLAND	08	05	13	08	03	11	05	06	11	07	07	14
SOUTH	13	00	13	13	00	13	13	00	13	13	01	14
WALNUT RIDGE	10	02	12	09	02	11	06	05	11	06	04	10
WEST	10	02	12	13	00	13	08	04	12	04	03	07
WHETSTONE	09	04	13	19	08	27	05	04	09	09	02	11
TOTALS	151	33	184	182	32	214	130	48	178	137	37	174
PERCENTAGES	82%	18%		85%	15%		73%	27%		79%	21%	

RACIAL BALANCE REPORT

1982-83 WINTER ACTIVITIES	VARSITY WRESTLING			RESERVE WRESTLING			GYMNASTICS			BOYS SWIMMING		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	--	--	--
BEECRCROFT	24	38	62	--	--	--	--	--	--	--	--	--
BRIGGS	03	13	16	--	--	--	--	--	--	--	--	--
BROOKHAVEN	06	10	16	05	11	16	--	--	--	--	--	--
CENTENNIAL	08	23	31	--	--	--	02	08	10	--	--	--
EAST	16	02	18	16	09	25	--	--	--	--	--	--
EASTMOOR	03	16	19	07	19	26	--	--	--	00	10	10
INDEPENDENCE	01	12	13	03	13	16	--	--	--	--	--	--
LINDEN MCKINLEY	06	12	18	09	08	17	--	--	--	--	--	--
MARION-FRANKLIN	20	04	24	20	12	32	--	--	--	--	--	--
MIFFLIN	06	09	15	15	05	20	--	--	--	06	09	15
NORTHLAND	10	15	25	10	15	25	--	--	--	01	12	13
SOUTH	22	20	42	--	--	--	--	--	--	--	--	--
WALNUT RIDGE	04	15	19	05	25	30	01	08	09	04	14	18
WEST	09	26	35	--	--	--	--	--	--	--	--	--
WHETSTONE	03	12	15	07	11	18	--	--	--	00	02	02
TOTALS	141	227	368	97	128	225	03	16	19	11	47	58
PERCENTAGES	38%	62%		43%	57%		16%	89%		19%	81%	

RACIAL BALANCE REPORT

1982-83 WINTER ACTIVITIES	GIRLS SWIMMING			VARSITY CHEERLEADERS			RESERVE CHEERLEADERS			VOCAL MUSIC GROUPS		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	44	130	174
BEECHCROFT	--	--	--	03	03	06	01	05	06	48	103	151
BRIGGS	--	--	--	00	07	07	00	05	05	72	21	93
BROOKHAVEN	--	--	--	02	04	06	02	04	06	58	93	151
CENTENNIAL	--	--	--	01	08	09	01	05	06	43	57	100
EAST	--	--	--	05	03	08	06	03	09	36	65	101
EASTMOOR	00	11	11	02	04	06	03	05	08	77	90	167
INDEPENDENCE	--	--	--	00	06	06	02	04	06	37	117	154
LINDEN-MCKINLEY	--	--	--	04	02	06	03	04	07	28	63	91
MARION-FRANKLIN	--	--	--	05	03	08	06	02	08	43	61	104
MIFFLIN	07	06	13	07	00	07	05	02	07	138	54	192
NORTHLAND	00	20	20	01	05	06	03	09	12	56	77	133
SOUTH	--	--	--	05	02	07	04	02	06	120	100	220
WALNUT RIDGE	02	23	25	02	06	08	04	06	10	40	153	193
WEST	--	--	--	03	03	06	01	05	06	61	157	218
WHETSTONE	00	23	23	02	06	08	01	05	06	17	171	188
TOTALS	09	83	92	42	62	104	42	66	108	918	1512	2430
PERCENTAGES	10%	90%		40%	60%		39%	61%		38%	62%	

RACIAL BALANCE REPORT

1982-83 WINTER ACTIVITIES	ORCHESTRA			SUMMARY OF WINTER SPORTS		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	17	47	64	61	177	238
BEECHCROFT	28	143	171	134	308	442
BRIGGS	01	18	19	108	77	185
BROOKHAVEN	11	68	79	136	199	335
CENTENNIAL	16	45	61	96	165	261
EAST	31	117	148	142	206	348
EASTMOOR	06	27	33	143	186	329
INDEPENDENCE	17	60	77	101	223	324
LINDEN-MCKINLEY	10	13	23	113	107	220
MARION-FRANKLIN	32	57	89	181	141	322
MIFFLIN	23	21	44	254	108	362
NORTHLAND	21	155	176	130	329	459
SOUTH	47	83	130	250	208	458
WALNUT RIDGE	06	26	32	99	289	388
WEST	24	76	100	133	276	409
WHETSTONE	05	91	96	77	339	416
TOTALS	295	1047	1342	2158	3338	5496
PERCENTAGES	22%	78%		39%	61%	

3. Statistics for Spring 1983 Student Participation in Co-Curricular Activities.

Spring co-curricular activities in the 15 comprehensive high schools enrolled a total of 2,051 students in 7 major school activities. Of this number, 46.5 percent were black students. Overall, this represents a decrease of one-tenth of one percentage point in black student participation compared to spring 1982 data.

The table below reports the level of student participation for spring activities. Once again, it should be noted that co-curricular activities at the high school level continue to be racially representative.

PARTICIPATION IN MAJOR SPRING
CO-CURRICULAR ACTIVITIES
SPRING, 1983

<u>Activity</u>	<u>Black</u>	<u>Non-Black</u>	<u>Total</u>	<u>% Black</u>
Boys' Varsity Baseball	36	208	244	14.8
Boys' Reserve Baseball	41	141	182	22.5
Girls' Varsity Softball	57	174	231	24.7
Girls' Reserve Softball	59	165	224	26.3
Boys' Track & Field	393	175	568	69.2
Girls' Track & Field	320	88	408	78.4
Boys' Tennis	47	147	194	24.2
Total	953	1,098	2,051	46.5

The number of students participating in spring activities shown above does not include the 3,534 students participating in vocal music and orchestra groups. These students were included in the winter, 1982 statistics.

Although the percentage of black students participating in all spring sports, 46.5, is generally representative of the black student enrollment at the high school level, nevertheless some deviations occur when comparing individual activities. For example, 713 or 75 percent of black student participation occurs in Boys' and Girls' Track and Field. Varsity baseball continues to register the least number of black athletes in any major sport with the exception of golf.

On a school-by-school basis, black student participation in spring sports ranged from 74.2 percent to 25.5 percent. When compared to black student enrollment at each school, the data on the following table result.

BLACK STUDENT PARTICIPATION IN
SPRING, 1983 ACTIVITIES COMPARED TO BLACK ENROLLMENT

<u>School</u>	<u>% Black Enrollment</u>	<u>% Black Participation</u>
Mifflin	52.7	74.2
Linden McKinley	49.9	66.7
South	40.9	62.8
East	39.0	59.3
Marion Franklin	44.2	57.9
Eastmoor H.S.	48.1	55.2
Brookhaven	41.8	46.6
Beechcroft	40.8	45.8
Independence	34.4	37.1
Whetstone	39.6	36.5
Northland	33.6	35.7
West	32.2	31.0
Centennial	41.4	30.8
Briggs	35.8	28.6
Walnut Ridge	40.5	25.5

One year ago, in spring 1982, black student participation ranged from 66.0 percent to 18.8 percent. At that time Whetstone and Centennial registered the least black student participation. This year each of these schools has increased the number of blacks participating in spring activities. Centennial, for example, increased black student participation by 12 percentage points and Whetstone increased by 12.9 percentage points.

Indications are that black students are participating in spring sports at each high school. On a school-by-school basis, however, when applying a $\pm 15\%$ criterion, four schools - Mifflin, Linden McKinley, South, and East - report excessively high black student participation in spring activities when compared to their black student enrollment.

An analysis of school-by-school percentages of black and non-black student participation revealed the following:

Boys' Varsity Baseball is 14.8 percent black in population. There are 10 high schools with two or less black players on the varsity team.

Boys' Track & Field is 69.2 percent black in population. Eleven of the 15 high schools report that 60 percent or more of the participants are black.

Girls' Track & Field is 78.4 percent black in student participation. Twelve schools have 60 percent or more black participants on their teams.

Although Girls' Varsity Softball has 25 percent overall black participation, Briggs, Northland, and West have no black girls on their teams.

Compared to one year ago, nine high schools have registered an increase in the number of black students participating in spring activities: Beechcroft, Centennial, East, Independence, Linden McKinley, Marion Franklin, Mifflin, South, and Whetstone.

On a city-wide basis compared to spring 1982, non-black student participation has decreased by 87 students and black student participation has decreased by 82 students.

A complete school-by-school listing of student participation by race is contained in the following pages.

RACIAL BALANCE REPORT

1982-83 SPRING ACTIVITIES	VARSITY BASEBALL			RESERVE BASEBALL			VARSITY SOFTBALL			RESERVE SOFTBALL		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	--	--	--
BEECHCROFT	02	14	16	03	12	15	02	13	15	05	19	24
BRIGGS	02	17	19	--	--	--	00	17	17	01	16	17
BROOKHAVEN	02	12	14	08	11	19	02	16	18	--	--	--
CENTENNIAL	00	21	21	--	--	--	01	09	10	02	10	12
EAST	01	19	20	--	--	--	05	10	15	05	11	16
EASTMOOR	06	09	15	06	09	15	05	11	16	08	08	16
INDEPENDENCE	01	13	14	01	14	15	02	12	14	03	23	26
LINDEN-MCKINLEY	04	11	15	05	07	12	19	03	22	--	--	--
MARION-FRANKLIN	06	07	13	04	08	12	04	11	15	03	12	15
MIFFLIN	04	09	13	03	09	12	06	09	15	14	01	15
NORTHLAND	00	16	16	00	16	16	00	14	14	01	13	14
SOUTH	05	12	17	06	12	18	07	08	15	12	04	16
WALNUT RIDGE	01	17	18	02	16	18	02	12	14	02	13	15
WEST	01	16	17	00	14	14	00	16	16	02	20	22
WHETSTONE	01	15	16	03	13	16	02	13	15	01	15	16
TOTALS	36	208	244	41	141	182	57	174	231	59	165	224
PERCENTAGES	15%	85%		23%	77%		25%	75%		26%	74%	

RACIAL BALANCE REPORT

1982-83 SPRING ACTIVITIES	BOYS TRACK & FIELD			GIRLS TRACK & FIELD			BOYS TENNIS			SUMMARY OF SPRING SPORTS		
	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL	BLACK	NON-BLACK	TOTAL
ALTERNATIVE	--	--	--	--	--	--	--	--	--	--	--	--
BEEHCROFT	29	11	40	26	02	28	03	12	15	70	83	153
BRIGGS	14	10	24	15	07	22	00	13	13	32	80	112
BROOKHAVEN	18	07	25	22	03	25	03	14	17	55	63	118
CENTENNIAL	17	24	41	17	09	26	00	10	10	37	83	120
EAST	34	06	40	34	03	37	04	08	12	83	57	140
EASTMOOR	25	07	32	20	10	30	04	06	10	74	60	134
INDEPENDENCE	19	14	33	23	02	25	03	10	13	52	88	140
LINDEN-MCKINLEY	20	09	29	26	02	28	04	07	11	78	39	117
MARION-FRANKLIN	25	16	41	29	01	30	10	04	14	81	59	140
MIFFLIN	55	03	58	30	04	34	06	06	12	118	41	159
NORTHLAND	33	20	53	18	10	28	03	10	13	55	99	154
SOUTH	30	05	35	22	00	22	04	10	14	86	51	137
WALNUT RIDGE	19	24	43	10	14	24	01	12	13	37	108	145
WEST	26	11	37	15	12	27	01	11	12	45	100	145
WHETSTONE	29	08	37	13	09	22	01	14	15	50	87	137
TOTALS	393	175	568	320	88	408	47	147	194	953	1098	2051
PERCENTAGES	69%	31%		78%	22%		24%	76%		46%	54%	

4. Four-Year Comparisons of Co-Curricular Activities

Co-curricular activities are important to the life of a high school; in a sense they are measures of the social and attitudinal spirit of the school. In a school system which has implemented a Court-ordered desegregation plan, the evaluation of co-curricular activities becomes a trenchant indicator of racial integration in the school environment. A comparison of student participation, by race, over a number of years, therefore, serves as an important measure of the longitudinal changes in the progress of desegregation. This section of the status report compares fall, winter, and spring co-curricular activities for the four years the school district has been desegregated.

5. Fall Co-Curricular Activities:
Four Year Comparisons

Since the beginning of desegregation in September 1979, total black participation in school activities has, in general, steadily increased over the four-year period. Although the November 1979 Report to the Court does not contain data for all the activities currently being reported, certain individual activities can be compared over the four-year period. In judging this comparative data, it is important to note that while the total number of students participating in fall activities declined from 6,842 in 1980, black student participation has increased steadily from 33.8 percent in 1980 to 37.5 percent in 1982.

In comparing fall co-curricular activities since 1979, the following salient points should be noted:

The number of black students participating in Cross Country has increased 22 percent since fall 1980.

Black student participation in Football has increased 16 percent since 1980.

Black student participation in Drill Teams has increased 37 percent since 1980.

Black student participation in Girls' Volleyball has increased 11 percent since 1980.

Orchestra, however, has demonstrated a 25 percent decline in black student participation and a 44 percent decline in non-black participation since 1980.

The following table compares student participation in fall activities since fall 1979.

4-YEAR COMPARISON OF FALL
CO-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Fall 1979</u>		<u>Fall 1980</u>		<u>Fall 1981</u>		<u>Fall 1982</u>	
	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>
Cross Country Team	(Not Collected)		201	40.3	209	40.2	267	37.4
Football (Varsity & Reserve)	1,049	44.3	1,218	48.9	1,206	56.0	1,254	55.3
Golf Team	(Not Collected)		139	2.2	139	4.3	141	0.0
Cheerleaders (Varsity)	121	43.8	118	36.4	118	40.7	102	40.2
Cheerleaders (Reserve)	83	41.0	103	38.8	107	44.9	104	38.5
Band	1,009	24.2	1,244	22.1	1,201	24.0	1,232	22.2
Drill Team	303	32.7	338	33.7	379	34.6	371	42.0
Girls' Tennis	(Not Collected)		151	21.2	169	28.4	139	32.4
Girls' Volleyball	(Not Collected)		300	40.3	303	36.6	314	42.7
Vocal Music Groups	(Not Collected)		2,735	34.8	2,252	35.3	2,304	38.1
Orchestra	(Not Collected)		295	17.6	218	23.4	174	22.4
Total			6,842	33.8	6,301	36.3	6,402	37.5

6. Winter Co-Curricular Activities: Four-Year Comparison

Winter co-curricular activities portray a similar pattern of data with black student participation steadily increasing from 34.9 percent in 1980 to 39.9 percent in 1982.

In comparing winter co-curricular activities since the beginning of desegregation in 1979, the following salient points should be noted:

The number of black students participating in Boys' Varsity Basketball has increased 11 percent since winter 1979; black student participation in Boys' Reserve Basketball has increased 37 percent during the same time period.

Black student participation Girls' Varsity Basketball has increased 18 percent since 1979.

Black student participation in Varsity Wrestling has increased from 60 members to 141 or an increase of 135 percent since 1979.

In making longitudinal comparisons about student participation in winter activities it is important to note that only Wrestling and Girls' Reserve Basketball showed an increase in overall student participation; all other sports activities registered a decline in student participation. In fact, a comparative analysis indicated a decline of 14.8 percent in total student participation since 1980. This decline becomes more meaningful when compared to enrollment data which revealed a drop in high school population of 9.1 percent over the three-year period. The implication of this data is, therefore, fewer students, on a percentage of population basis, are participating in winter co-curricular activities. The following table compares student participation in winter activities since 1979.

4-YEAR COMPARISON OF WINTER
CO-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Winter 1979</u>		<u>Winter 1980</u>		<u>Winter 1981</u>		<u>Winter 1982</u>	
	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>
Boys' Varsity Basketball	188	72.3	196	75.0	208	78.4	184	82.1
Boys' Reserve Basketball	174	76.4	236	76.7	216	81.0	214	85.0
Wrestling (Varsity)	226	21.0	357	32.5	335	37.3	368	38.3
Wrestling (Reserve)	95	27.4	242	35.1	191	35.6	225	43.1
Cheerleading (Varsity)	114	44.7	116	36.2	119	44.5	104	40.4
Cheerleading (Reserve)	100	38.0	110	38.2	111	40.5	108	38.9
Girls' Varsity Basketball	192	57.3	194	55.7	199	63.8	178	73.0
Girls' Reserve Basketball	31	58.1	154	66.2	136	72.1	174	78.7
Swimming (Boys and Girls)	(Not Collected)		91	4.4	173	14.5	150	13.3
Girls' Gymnastics	(Not Collected)		49	32.7	20	15.0	19	15.8
Vocal Music Groups	(Not Collected)		2,804	34.2	2,482	33.6	2,256	38.7
Orchestra & Other Instrumental Groups	(Not Collected)		1,620	21.5	1,445	23.5	1,278	21.8
Total	-	-	6,169	34.9	5,635	36.5	5,258	39.9

7. Spring Co-Curricular Activities: Four-Year Comparisons

Although spring sports traditionally draw fewer student participants than either fall or winter, the spring co-curricular program consistently attracts a greater proportion of black students. Since the beginning of desegregation in 1979, spring co-curricular activities have been represented by over 40 percent black students. Compared to one year ago, however, black student representation has decreased from 46.6 to 46.5 percent, a decline of one-tenth of one percentage point.

In comparing spring co-curricular activities since 1979, the following points should be noted:

Since spring, 1980, the number of black students participating in Boys' Varsity Baseball has decreased from 55 to 36, or a 35 percent decrease.

The number of black students participating in Girls' Varsity Softball has decreased from 66 to 57, a decline of 14 percent since 1980.

Black student participation in Boys' Track & Field has increased 39 percent since 1980.

Black student participation in Girls' Track & Field has increased 80 percent since 1980.

Since 1981, over 700 black students participate in Boys' and Girls' Track & Field teams each year.

The following table displays the four-year comparisons for spring co-curricular activities.

4-YEAR COMPARISON OF SPRING
CO-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Spring 1980</u>		<u>Spring 1981</u>		<u>Spring 1982</u>		<u>Spring 1983</u>	
	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>	<u>Total</u>	<u>% Black</u>
Boys' Varsity Baseball	362	15.2	308	17.9	313	14.4	244	14.8
Boys' Reserve Baseball	(Not Collected)		174	23.0	160	26.3	182	22.5
Girls' Varsity Softball	275	24.0	244	20.9	273	28.9	231	24.7
Girls' Reserve Softball	(Not Collected)		196	27.0	182	23.1	224	26.3
Boys' Varsity Tennis	154	27.2	201	22.9	208	25.5	194	24.2
Boys' Track & Field	467	60.4	641	69.4	627	67.6	568	69.2
Girls' Track & Field	275	64.7	415	70.4	457	76.6	408	78.4
Total	1,533	40.6	2,179	45.1	2,220	46.6	2,051	46.5

8. 1983 Student Opinion Survey Results Relating to
Co-Curricular Participation

On May 12 and 13, 1983 students in grades six through twelve were given the annual Student Opinion Survey. This multiple-choice questionnaire asks students to identify their viewpoints concerning various aspects of their school experiences. One series of questions concentrated on co-curricular activities. A total of 24,767 completed the survey. Of this number 11,459 were high school students and 13,308 were middle school students.

Since the first year of desegregation, the results of the annual survey have indicated an increasing number of high school students are involved in co-curricular school activities. The following data taken from the May, 1983 survey summarizes student attitudes about school activities.

High School Data

- 61.9% reported that most students at their school are interested in school activities. This is an increase of 3.9 percentage points since 1982 and an overall increase of 14.3 percentage points since the beginning of desegregation.
- 58.8% stated that most activities are held at a time when they could participate. This is an increase of 2.3 percentage points since last year and an overall increase of 7.3 percentage points since 1980.
- 59.2% of the students are satisfied with the activities program at their high school. This is an all-time high and an increase from 50.9% in 1980.
- This year 56.3% of the high school students participated in two or more student activities. Although down nine-tenths of a percentage point from last year, this is an increase of 6 percentage points since 1980.
- More students than ever report attending school activities. This year 30.9% reported they attend all or most of their school's activities. This is an increase from 27.6% in 1980.
- 58% of the non-black and 62% of the black high school students reported that school activities are held at a time when they could participate.
- 62% of the black and 58% of the non-black students reported they are satisfied with the program of activities held at their high school.
- 71% of the black students and 72% of the non-black students reported that they have participated in one or more co-curricular activities during this school year.

Middle School Data

Student attitudes about school activities programs at the middle school level have reflected major dramatic gains since the 1979-80 school year, the first year of desegregation.

Recall that the school district changed from a junior high plan to a middle school plan in September 1980. However, desegregation impacted both organizations. The major changes in student attitudes toward school activities may be attributed both to an emphasis on intramural activities as part of the middle school curricula and to the efforts of the staff to involve all students in school activities.

The following observations were made by the 13,057 middle school students:

- 77.5% reported that most students at their school are interested in school activities. This is an increase of 4.7 percentage points since 1982.
- 68.7% stated that most activities are held at a time when they could participate. This is an increase of 3.5 percentage points since last year and an increase of 7.9 percentage points since 1980 when middle schools began in Columbus. Under the junior high concept 52.8 percent felt that activities were held when they could participate.
- 52.9% of the middle school students stated that they are satisfied with the activities program at their school. This is an all-time high and an increase from 46.4% in 1980.
- This year 79.6% of the middle school students reported that they have participated in two or more student activities. Although this is an increase of only two-tenths of a percentage point, it is an all-time high and an increase from 44.8% under the junior high concept.
- 49.4% of the students reported that they have attended all or most of their school's activities. This is an increase of 3.1 percentage points since last year and an increase from 24.2% in 1980.
- 71.9% of the black and 67% of the non-black middle school students reported that school activities are held at a time when they could participate.

- 55.6% of the black and 51.6% of the non-black students reported they are satisfied with the program of activities held at their middle school.
- 91.9% of the black students and 87.7% of the non-black middle school students reported that they have participated in one or more school activities during the 1982-83 school year.

In summary, it can be stated that from four years of statistical data and from student inputs on the annual Student Opinion Survey, the wealth of data reveals that students are positively involved in school activities. The data indicate that both black and non-black students are supportive of their school's activities programs. Indeed, the majority of both black and non-black students reported that school activities are held at a time when they can participate; they are satisfied with the program of activities; and most students reported they have actually participated in two or more school activities this year.

From the magnitude of data presented, it is apparent that desegregation has not restricted student participation in co-curricular school activities.

H. PUPIL TRANSPORTATION

1. Bus Fleet Status

The Board of Education owns and operates 492 buses. Three hundred eighty-six of the buses are 65-passenger buses and are used in a combination of public, nonpublic, career center, and alternative school services. A total of 88 contract buses are also being used. At the present time, the Board of Education operates 528 routes for all services.

Special Education trips account for the use of 104 buses of the total fleet. Approximately 10 percent of the fleet is reserved for spare status.

The Board of Education has placed an order for twenty-two 65-passenger, two 59-passenger lift, and sixteen 35-passenger buses to replace worn-out equipment. Receipt of the buses is expected in Summer, 1983.

An analysis of the 1981-82 transportation operation indicated an overall per pupil cost for all types of transportation, including reimbursement and COTA, to be an average of \$227.36.

2. Late Bus Runs

A daily listing of late bus runs and an analysis of the causes for those delays is maintained by the Transportation Department. Mechanical breakdowns continue to occur on a daily basis. However, the number is not of major concern to the transportation staff since the category includes a wide variety of failures, carburetion problems, and light failures. An

attempt has been made on the part of the vehicle maintenance staff to follow-up breakdowns and to ensure that the major cause of the problem is solved and not just a band-aid correction made.

Accidents continue to be of a minor nature. There have been no serious injuries to students riding on buses as a result of accidents. Most accidents can be categorized as minor and involve minor vehicle damage with no injuries to persons.

The following pages contain a log of late bus runs from August 31, 1982 through June 9, 1983. This log continues to reflect an incredible record of safety and on-time performance. During the school year, the Department of Transportation operated 2,233 trips a day for a total of 399,707 school transportation trips. Of this total, 99.9 percent were on-time and 99.9 percent were accident-free.

The following data compare key transportation data for the past three years.

LATE BUS RUNS
1979-80, 1980-81, 1981-82, and 1982-83

	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
1979-80	1,300	669	236	422	19	2,646
1980-81	1,121	884	216	646	29	2,896
1981-82	1,384	444	214	734	28	2,804
1982-83	1,453	486	237	628	16	2,820

LATE BUS RUNS

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Aug. 31	7		2			9
Sept. 1	10	3	2	3		18
Sept. 2	16	5	1	2		24
Sept. 3	3	2	1	1		8
Sept. 6		LABOR DAY	-	NO SCHOOL		
Sept. 7	13	2		2		17
Sept. 8	13	3	2	2		20
Sept. 9	11	4	2	4		21
Sept. 10	8	2	1	10		21
Sept. 13	9	2	1	2		14
Sept. 14	13	5	2	3		23
Sept. 15	9	4	2	4		19
Sept. 16	7	4	4	2		17
Sept. 17	7	4	2	4		17
Sept. 20	9	4		4		17
Sept. 21	10	1	1	6		18
Sept. 22	4	1	2	2		9
Sept. 23	7	2	1	5		15
Sept. 24	6	2	4	6		18
Sept. 27	11	4	2	3		20
Sept. 28	6	4	1	2		13
Sept. 29	8	3	1	5		17
Sept. 30	4	5		6		15
Oct. 1	6		2	5		13
Oct. 4	7	2	2	4		15

<u>Date</u>		<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Oct.	5	8	6	2	5		21
Oct.	6	11	4	1	4		20
Oct.	7	5	2	1	6		14
Oct.	8	7	2	2	3		14
Oct.	11	9	9	1	1		20
Oct.	12	5	5	1	7		18
Oct.	13	10	3		3		16
Oct.	14	5	1	1	2		9
Oct.	15		COTA	DAY	- NO	SCHOOL	
Oct.	18	12	5		3		20
Oct.	19	8	3		2		13
Oct.	20	5	1	2	4		12
Oct.	21	8	3	3	2		16
Oct.	22	7			6		13
Oct.	25	12	4	1	3		20
Oct.	26	8	2	1	4		15
Oct.	27	4	3	1	3		11
Oct.	28	10			2		12
Oct.	29	6	2	1	3		12
Nov.	1	9	4	5	2		20
Nov.	2	8	4		3		15
Nov.	3	4	1	3	4		12
Nov.	4	9	2	1	3		15
Nov.	5	10	4	2	5		21

(85)

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Nov. 8	6	2		2		10
Nov. 9	5	2	3	1		11
Nov. 10	10	1	2	1		14
Nov. 11	3		2	2		7
Nov. 12	7	1	3	8		19
Nov. 15	9	2	2	5		18
Nov. 16	10	2	3	7		22
Nov. 17	4	3		5		12
Nov. 18	11	1		3		15
Nov. 19	8	2	1	2		13
Nov. 22	6	7	1	2		16
Nov. 23	11	3	4	1	1	20
Nov. 24	5	4	2	3		14
Nov. 29	8	1	1	3		13
Nov. 30	7	3	1	1		12
Dec. 1	1			1		2
Dec. 2	9	4	2	1	1	17
Dec. 3	8	9	1	1		19
Dec. 6	3	4	1	3		11
Dec. 7	12	1	1	4		18
Dec. 8	8	6	1	2		17
Dec. 9	15	2	2	2		21
Dec. 10	17	8		3		28
Dec. 13	20	2	1	1	1	25
Dec. 14	9	2	2	3		16
Dec. 15	16	4	1	4		25
Dec. 16	17	4	2	5		28
Dec. 17	3		1	4		8
Dec. 20-31						

CHRISTMAS BREAK - NO SCHOOL

LATE BUS RUNS

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Jan. 3	6	1	1	1		9
Jan. 4	8	1	2			11
Jan. 5	7	3	3	3	2	18
Jan. 6	1	3	1	3		8
Jan. 7	5	3	1	1		10
Jan. 10	6	2	4	2		14
Jan. 11	9		1	6		16
Jan. 12	4	3	1	5		13
Jan. 13	7	2	2	4		15
Jan. 14	4	2	1	10		17
Jan. 17	NO SCHOOL - MARTIN L. KING DAY					--
Jan. 18	12	2	2	4		20
Jan. 19	10	3	2	1		16
Jan. 20	16	2	2	6		26
Jan. 21	7	1	1	8	1	18
Jan. 24	10	5		2		17
Jan. 25	7	1		5		13
Jan. 26	7	5		4		16
Jan. 27	4	1	2			7
Jan. 28	5	1	1	3		10
Jan. 31	12		1	3		16
Feb. 1	12	3			1	16
Feb. 2	6		2	3		11
Feb. 3	12	2	2	3		19
Feb. 4	11	4	1	8		24
Feb. 7	11	10	3	3		27
Feb. 8	3	1	1	5	1	11
Feb. 9	4	1	1	4		10

LATE BUS RUNS

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Feb. 10	11	2	2	5		20
Feb. 11	8	7	3	8		26
Feb. 14	12	1		5		18
Feb. 15	3	2		1		6
Feb. 16	5	2	3	6		16
Feb. 17	6	1		6		13
Feb. 18	13	2	1	6		22
Feb. 21	15	5				20
Feb. 22	13	3		4		20
Feb. 23	9	2	1	2		14
Feb. 24	9	4	1			14
Feb. 25	4	3	1	7		15
Feb. 28	9	1		6	1	17
Mar. 1	4	2	1	2		9
Mar. 2	1	1	2	1		5
Mar. 3	11	1		1		13
Mar. 4	21	2		3		26
Mar. 7	18			2	i	21
Mar. 8	4	1	2	4		11
Mar. 9	11	5	1	3		20
Mar. 10	9	1	1	3		14
Mar. 11	22	6	2	3		33
Mar. 14	6	3	1	1		11
Mar. 15	8	1	2	4		15
Mar. 16	6	5	2	3		16
Mar. 17	7		2	6	1	16
Mar. 18	8	3	2	7		20
Mar. 21	11	3	5	5	1	25
Mar. 22	5	6	4	4		19
Mar. 23	16	1		4	1	22
Mar. 24	10	4	2	5		21
Mar. 25	8	3	4	7		22
Mar. 28	7	1		4		12

LATE BUS RUNS

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
Mar. 29	7	1	6	4		18
Mar. 30	2	3		8	1	14
Mar. 31	4			2		6
Apr. 1 THRU April 10 --- SPRING BREAK ---						--
Apr. 11	4	4		2		10
Apr. 12	11	1		5		17
Apr. 13	4	1	1	3		9
Apr. 14	8	4		4		16
Apr. 15	6	1		1		8
Apr. 18	7	1		3	1	12
Apr. 19	4	2	1	4		11
Apr. 20	1	1	1	4		7
Apr. 21	6	1	3	3		13
Apr. 22	5	5	1	4		15
Apr. 25	7	4	2	1		14
Apr. 26	4	4		4		12
Apr. 27	5	4	2	3		14
Apr. 28	4	1	1	5		11
Apr. 29	6	1	3	10		20
May 2	14	5	1	1		21
May 3	11	1	1	3		16
May 4	8	1		2		11
May 5	12	1	1	1		15
May 6	6	2		3		11
May 9	5	4	1	1		11
May 10	9		1	3		13
May 11	11	4		5		20
May 12	9	3	2	2		16
May 13	6	7	1	2		16
May 16	14	7		3	1	25
May 17	1	5	1	3		10
May 18	7	3		3		13
May 19	9	1	1	2		13
May 20	6	4	3	6		19

LATE BUS RUNS

<u>Date</u>	<u>Mechanical Breakdowns</u>	<u>Late Buses</u>	<u>Minor Accidents</u>	<u>Discipline Calls</u>	<u>Vandalism</u>	<u>Total</u>
May 23	5	2	1	1		9
May 24	7		3	7		17
May 25	4	6		5		15
May 26	7	1		3		11
May 27	6	6	1	7		20
May 30	NO SCHOOL --- MEMORIAL DAY ---					--
May 31	7	1	2	1		11
June 1	6	2	3	3		14
June 2	5	3	1	3		12
June 3	13	4	1	3		21
June 6	5	2		2		9
June 7	6	3		2		11
June 8	2	1	1	5		9
June 9	9	3		4		16
TOTALS	1,453	486	237	628	.16	2,820

3. Students Transported - An Historical Comparison

Below is a tabular representation of an historical depiction of the growth of the Columbus Schools transportation system. Comparisons are made for five school years and include 1) total number of students transported on an average school day, 2) the number of public and non-public students transported, and 3) the average daily mileage traveled by each type of student. These data are provided at the request of the Special Master.

AN HISTORICAL COMPARISON OF STUDENTS TRANSPORTED PUBLIC/NON PUBLIC

<u>School Year</u>	<u>Number of Public Students</u>	<u>Number of Non-Public Students</u>	<u>Average Daily Mileage</u>		
			<u>Total</u>	<u>Public</u>	<u>Non-Public</u>
1978-79	11,763	3,492	15,255	1.12	.67
1979-80	30,537	4,681	35,218	.75	.52
1980-81	34,747	5,030	39,777	.70	.52
1981-82	33,511	4,849	38,360	.73	.54
1982-83	37,149	4,960	42,109	.80	.88

There is one extensive caution associated with these data. The public student totals include all types of transportation: vocational, alternative schools, special education, closed-school, and desegregation remedy plan students. At the present time there is no efficient mechanism available to factor out each transported sub-group's totals. There is no way at all to perform this task on an historical basis.

There has been a 216 percent growth in public student transportation since the inception of desegregation. This is to be expected. Although all public students who are transported are done so with racial balance of all schools in mind, not all transportation is the result of racial balance considerations. Paralleling the growth in the number of public students being transported has been a 142 percent increase in the number of non public students being transported to schools.

Also of note is that since the beginning of desegregation average number of daily mileage travelled by each sub-group is 28.6 percent less for public students and 31.3 percent more for non-public students.

I. STUDENT PERFORMANCE

1. 1982-83 In-Grade Retentions

Listed below are the number of pupils who were retained for the 1982-83 school year. These are pupils who did not pass to the next grade at the end of the 1981-82 school year. There were 3,613 retentions in grades K-12. Students in the Special Education program who were retained are not included in this list.

STUDENT RETENTIONS FOR 1982-83

<u>Grade</u>	<u>White</u>	<u>Black</u>	<u>Spanish</u>	<u>Asian</u>	<u>Indian</u>	<u>Total</u>
K	67	45	0	3	0	115
1	396	417	4	10	0	827
2	104	122	0	4	0	230
3	43	60	0	4	0	107
4	59	67	1	3	0	130
5	33	29	1	2	0	65
6	72	100	0	3	0	175
7	100	94	2	1	0	197
8	87	71	1	1	0	160
9	429	407	3	9	2	850
10	241	252	2	11	0	506
11	112	108	0	1	0	221
12	<u>12</u>	<u>17</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>30</u>
	1,755	1,789	14	53	2	3,613

Failures among black pupils by grade and percentage for 1980-81 and 1981-82 are listed below. Black pupils in grades 5, 7, and 11 showed the largest decrease. The largest increases occurred in grades 2 and 3.

PERCENT OF BLACK PUPIL RETENTIONS
1980-81 COMPARED TO 1981-82

<u>Grade Level</u>	<u>1980-81</u>	<u>1981-82</u>	<u>Change</u>
K	41.9 ^a	39.1	- 2.8
1	48.6	50.4	+ 1.8
2	42.5	53.0	+ 10.5
3	51.3	56.0	+ 4.7
4	48.3	51.5	+ 3.2
5	50.0	44.6	- 5.4
6	53.4	57.1	+ 3.7
7	53.8	47.7	- 6.1
8	46.1	44.3	- 1.8
9	49.8	47.8	- 2.0
10	54.4	49.8	- 4.6
11	57.1	48.8	- 8.3
<u>12</u>	<u>52.8</u>	<u>56.6</u>	+ <u>3.8</u>
	50.5	49.5	- 1.0

^aThese figures should be read as the percentage of failure at this grade level.

27 The retention rate for black pupils was 1.0 percentage points lower in 1981-82 than in 1980-81. In grades K-5 there was a 3.8 percent decrease in black-pupil failures; in grades 6-8 there was a 21.8 percent decrease in such failures; and in grades 9-12 there was a 7.2 percent decrease in failures among blacks. The largest number of black-pupil failures occurred at the high school level.

Comparisons to last year's data for all failures was made for both years in elementary, middle and high schools.

<u>School Level</u>	<u>Number and Percent of 1981-82 Failures</u>		<u>Number and Percent of 1982-83 Failures</u>	
Elementary	1532	38.8	1474	40.8
Middle School	680	17.3	532	14.7
High School	<u>1732</u>	43.9	<u>1607</u>	44.5
Total Failures	3944		3613	

The number of failures for 1981-82 for all students dropped by 8.4 percent or 331 pupils from the 1980-81 school year as compared to a 10.2 percent decline in black-pupil failures.

A comparison of pupil retentions for the past two school years is shown on the following two pages.

The table below contains the percent of black pupil retentions since 1980-81. The total retentions is reflective of the regular kindergarten through twelve populations and does not include Special Education pupils. The years included are 1980-81 to 1982-83.

PERCENT OF BLACK PUPIL RETENTIONS

Grade	<u>1980-81 to 1981-82</u>			<u>1981-82 to 1982-83</u>			2-Year Change
	<u>1980-81</u>	<u>1981-82</u>	<u>Change</u>	<u>1981-82</u>	<u>1982-83</u>	<u>Change</u>	
K	43.8	41.9	-1.9	41.9	39.1	-2.8	-4.7
1	43.5	48.6	+5.1	48.6	50.4	+1.8	+6.9
2	48.7	42.5	-6.2	42.5	53.0	+10.5	+4.3
3	49.0	51.3	+2.3	51.3	56.1	+4.89	+7.1
4	56.7	48.3	-8.4	48.3	51.5	+3.2	-5.2
5	53.3	50.0	-3.3	50.0	44.6	-5.4	-8.7
6	46.3	53.4	+7.1	53.4	57.1	+3.7	10.8
7	58.0	53.8	-4.2	53.8	47.7	-6.1	-10.3
8	43.6	46.1	+2.5	46.1	44.4	-1.7	+8
9	55.8	49.8	-6.0	49.8	47.9	-1.9	-7.9
10	54.1	54.4	+.3	54.4	49.8	-4.6	-4.3
11	52.5	57.1	+4.6	57.1	48.9	-8.2	-3.6
12	43.8	52.8	+9.0	52.8	56.7	+3.9	+12.9
	49.8	50.5	+.7	50.5	49.5	-1.0	-.3

Comparisons made over the past three years show the percent of black retentions has decreased from 1980-81 through 1982-83. The data indicates an increase in black retentions from 1980-81 to 1981-82 of 15.4 percent; but, from 1981-82 to 1982-83 there was a decrease in black retentions of 10.2 percent. Over the three-year period there has been a shift toward more non-black retentions.

PERCENT OF PUPIL RETENTIONS
BLACK AND NON-BLACK
1980-81 TO 1982-83
GRADES K-12

	<u>Black</u>	<u>Non-Black</u>	<u>Total Retentions</u>
1980-81	1,726 49.8%	1,741 50.2%	3,467
1981-82	1,992 50.5%	1,952 49.55%	3,944
1982-83	1,789 49.5%	1,824 50.5%	3,613

Percent of Pupil Retentions
1980-81 to 1981-82

<u>Grade Level</u>	<u>Non-Black Retentions</u>	<u>Black Retentions</u>	<u>Total Retentions</u>	<u>Percentage Black</u>	<u>Percentage of All Retentions</u>
K	79	57	136	41.9	3.4
1	395	373	768	48.6	19.5
2	149	110	259	42.5	6.6
3	75	79	154	51.3	3.9
4	75	70	145	48.3	3.7
5	35	35	70	50.0	1.8
6	97	111	208	53.4	5.3
7	147	171	318	53.8	8.1
8	83	71	154	46.1	3.9
9	371	368	739	49.8	18.7
10	309	368	677	54.4	17.2
11	120	160	280	57.1	7.1
12	17	19	36	52.8	.9
	1,952	1,992	3,944	50.5	100.0

Percent of Pupil Retentions
1981-82 to 1982-83

Grade Level	Non-Black Retentions	Black Retentions	Total Retentions	Percentage Black	Percentage of All Retentions
K	70	45	115	39.1	3.2
1	410	417	827	50.4	22.9
2	108	122	230	53.0	6.4
3	47	60	107	56.1	3.0
4	63	67	130	51.5	3.6
5	36	29	65	44.6	1.8
6	75	100	175	57.1	4.8
7	103	94	197	47.7	5.5
8	89	71	160	44.4	4.4
9	443	407	850	47.9	23.5
10	254	252	506	49.8	14.0
11	113	108	221	48.9	6.1
12	13	17	30	56.7	.8
	1,824	1,789	3,613	49.5	100.0

2. Student Basic Skills Achievement

Analysis of April, 1983, city-wide test scores revealed that student performance rose in 18 of 25 subtests given. Since 1968, grades 4 through 8 have annually completed three mathematics and two reading subtests of the Comprehensive Test of Basic Skills.

The scores of fourth graders were exceptional. Compared to the national norm of 50 percent, fourth graders surpassed the norm in 4 of 5 tests; two each in reading and mathematics.

These scores are as follows for the 1983 fourth grade.

Math Computation	65.0 percent above norm
Math Concepts	62.9 percent above norm
Reading Vocabulary	56.5 percent above norm
Reading Comprehension	54.3 percent above norm

Fifth graders exceeded the national norm in Computations, setting an all-time record of 64.0 percent at or above grade level. As well, they were beyond-norm in Mathematics Concepts (51.1 percent) and Reading Vocabulary (52.4 percent) and near-norm in Reading Comprehension with 49.8 percent at or above grade level.

3. 1983 Graduates

The 1983 graduating class from regular high schools contained 3,790 members, of which 1,425 or 37.6 percent were black students. The following page contains a descriptive summary of the types of diplomas this class received. Data for each high school and for the sytem are presented. Summary analyses reveal the following results:

- 5.2 percent of all black graduates received a diploma of distinction as compared to 20.0 percent of all non-black graduates. Thus, 14.1 percent of all graduates received a diploma of distinction.
 - every high school awarded diplomas of distinction to both black and non-black graduates.
 - Centennial graduated the highest percentage of students with a diploma of distinction of all conventional high schools.
- 77.1 percent of all black graduates received a regular diploma compared to 65.8 percent of non-black graduates. 71.6 percent of all 1982-83 graduates received a regular diploma.
- Of non-black graduates, 11.8 percent received a diploma of completion while 17.8 percent of black graduates received this level of diploma. Thus, 13.8 percent of all graduates received a diploma of completion.

NUMBER OF GRADUATES - JUNE 1983

	DISTINCTION				REGULAR				COMPLETION				TOTAL			
	BLACK	NON-BLACK	TOTAL	% BLACK	BLACK	NON-BLACK	TOTAL	% BLACK	BLACK	NON-BLACK	TOTAL	% BLACK	BLACK	NON-BLACK	TOTAL	% BLACK
ALTERNATIVE	2	32	34	6%	18	39	57	32%	1	1	2	50%	21	72	93	23%
BEECHCROFT	2	47	49	4%	79	147	226	35%	16	17	33	48%	97	211	308	31%
BRIGGS	1	15	16	6%	25	68	93	27%	13	27	40	33%	39	110	149	26%
BROOKHAVEN	3	24	27	11%	83	106	189	44%	16	28	44	36%	102	158	260	39%
CENTENNIAL	2	42	44	5%	31	63	94	33%	4	17	21	19%	37	122	159	23%
EAST	4	23	27	15%	71	46	117	61%	31	7	38	82%	106	76	182	58%
EASTMOOR	4	14	18	22%	84	103	187	45%	29	22	51	57%	117	139	256	46%
INDEPENDENCE	2	22	24	8%	46	79	125	37%	12	26	38	32%	60	127	187	32%
LINDEN-MCKINLEY	12	6	18	67%	93	68	161	58%	7	12	19	37%	112	86	198	57%
MARION-FRANKLIN	5	12	17	29%	91	96	187	49%	19	16	35	54%	115	124	239	48%
MUFFLIN	6	11	17	35%	108	88	196	55%	18	8	26	69%	132	107	239	55%
NORTHLAND	8	73	81	10%	69	151	220	31%	12	10	22	55%	89	234	323	28%
SOUTH	4	21	25	16%	83	74	157	53%	17	23	40	43%	104	118	222	47%
WALNUT RIDGE	4	50	54	7%	75	145	220	34%	17	14	31	55%	96	209	305	31%
WEST	6	20	26	23%	63	137	200	32%	14	18	32	44%	83	175	258	32%
WHESTONE	9	40	57	16%	79	155	234	34%	27	24	51	53%	115	227	342	34%
SUB-TOTAL	74	460	534	14%	1098	1565	2663	41%	253	270	523	48%	1425	2295	3720	38%
ADULT	0	0	0	0%	26	25	51	51%	13	6	19	68%	39	31	70	56%
TOTAL	74	460	534	14%	1124	1590	2714	41%	266	276	542	49%	1464	2326	3790	39%

4. Projected In-Grade Retentions For
1983-84 - K Through 8 Only

Principals report that 2,159 students enrolled in grades K-8 will be retained in-grade for the 1983-84 school year. Of this number, 47.9 percent (or 1,034) are black students. These data are listed grade by grade in the succeeding table.

1983-84 IN-GRADE RETENTIONS

<u>Grade</u>	<u>Number</u>	<u>Number</u> <u>Black</u>	<u>%</u> <u>Black</u>	<u>% of All</u> <u>Retentions</u>
K	96	29	30.2	4.4
1	786	394	50.1	36.4
2	241	108	44.8	11.2
3	124	67	54.0	5.7
4	106	58	54.7	4.9
5	39	21	53.9	1.8
6	285	141	49.5	13.2
7	278	124	44.6	12.9
8	<u>204</u>	<u>92</u>	<u>45.1</u>	<u>9.5</u>
TOTAL	2,159	1,034	47.9	100.0

Below is a four-year comparison of this data set.

IN-GRADE RETENTIONS
A FOUR-YEAR COMPARISON

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Retentions	2,818	2,710	2,247	2,159
% Black	N/A	47.8	48.4	47.9

The number of in-grade retentions has been declining since the initiation of desegregation. The percent of the total which are black students is nearly unchanged, varying by only 5 tenths of a percentage point. As a percent of total enrollment as recorded in October, in-grade retentions have declined from 3.7 percent for 1980-81 to 3.1 percent for 1983-84. The percent of the black student population retained has similarly declined but remains above the percentage of black students in the total enrollment.

5. Student Opinion Survey Results -
Instruction and Curriculum

Students report via the Student Opinion Survey the following information with regard to Instruction and Curriculum practices. Thirteen questions were asked to obtain indications of student satisfaction/dissatisfaction with the education they were receiving. In general, most students expressed satisfaction with their courses, teacher standards, homework, and grading practices.

a. General Satisfaction:

- 58% of the students believe they are getting a good education at their school. Only 19% feel they are not getting a good education.

b. Courses:

- 61% of the students stated that most of their classes are challenging.
- 81% said that they try to do their best in classes.
- 56% are satisfied with the courses they are taking.

c. Standards:

- 65% said that they learn best from teachers who push them to do their best.
- 24% reported that the standards set by their teachers are too high (41% denied this).

d. Grading:

- 27% feel that good grades are easy to get at their school; 47%, however, deny this.
- 54% reported that it is more difficult to earn good grades this year, although 29% denied this.

- 59% reported that teachers grade them fairly.
- 65% understand why they receive the grades they do.
- 64% reported that they get the grades they deserve.

e. Homework:

- 56% stated that more homework is required this year. (28% feel that this is not true).
- 60% deny that homework assignments are too difficult.

Preliminary analysis of survey results have indicated that both black and non-black students share similar perceptions about instruction, standards, and grading at their schools. For example, 54% of the black and 53% of the non-black students reported that it is more difficult to earn good grades this year. While 59% of both black and non-black pupils stated that teachers grade them fairly, 64% of the black students and 65% of the non-black students reported that they usually get the grades they deserve. Finally, 58% of the black students and 55% of the non-black students are satisfied with the courses they are taking.

Thus, the fourth year of desegregation has seen the Desegregation Monitoring Team become more of a source for the solution of general education concerns held by parents and pupils than in previous years. As well, the Team has turned more to an analysis of concerns of the school district staff with an eye toward resolving certain second-generation desegregation issues.

J. SAFETY AND SECURITY

1. 1982-83 Service Log

The 1982-83 Service Log for Safety and Security Specialists indicates that the number of instances of service rose from 1981-82 by 15,057 to a total of 83,710. As the tabled data on the next page indicate, when compared to 1980-81, there has been a definite increase in certain service categories.

Safety and Security Specialists expended much more time in assisting staff in 1982-83 than in 1980-81 or 1981-82. Assistance to adult crossing guards rose by 86.1 percent from 1,898 instances in 1980-81 to 2,504 in 1981-82 to 3,533 in 1982-83. Likewise, assistance to bus drives rose in "Follow-up with Bus Drivers," 16.6 percent.

Other areas of notable increase in provided services were "monitoring school safety procedures", up 75.8 percent since 1980-81; "talking with principals and staff", up 38.0 percent since 1980-81; and "assisting principals during a crisis", up 178 percent since 1980-81.

2. 1983-84 Plans

The Department of Safety and Security Services will be funded for the 1983-84 school year by the General Fund. It will continue to be staffed with 15 specialists, a director, and one clerical position. The department will continue to provide general training, monitoring and administration of the Adult Crossing Guard service to primary centers. Emphasis will be maintained on those activities listed in the service table.

<u>ACTIVITY</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Monitor school safety procedures.	13,953	18,864	24,524
Update building safety/security procedures.	551	778	700
Provide assistance to Principal during crisis.	1,008	1,764	2,803
Monitor bus compound security.	68	NA	NA
Respond to bus driver call for assistance.	834	909	757
*Assistance at bus stops.	4,955	--	--
Help Principals provide for safe transportation.	855	2,376	1,098
Observe bus arrivals and departures.	10,632	11,634	14,905
Follow-up with bus drivers.	5,684	6,152	6,626
Talk with Principals and Staff.	17,377	20,249	23,967
Assist Adult Crossing Guards.	1,898	2,504	3,533
Assist with elementary safety programs.	442	555	832
Parent/Student/Principal home or school conference.	1,748	2,456	2,570
Extra duty assignment.	565	358	304
Pre-Expulsion Investigation	--	54	91
TOTAL	60,570	68,653	83,710

*Combined with "Observe bus arrivals and departures" after the 1980-81 school year.

K. PARENT AND COMMUNITY INVOLVEMENT

1. PTA Memberships

Because desegregation is suspected to have a negative effect on parental participation in school affairs, especially among parents from discontinuous attendance areas who live greater distances from school, one index of the monitoring design has been PTA membership. It is this group that serves as the official lay advisor to the Columbus Board of Education. This school year, the Columbus Council of PTA has enrolled a membership of 14,400.

A four-year comparison of PTA membership is displayed below.

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
PTA Membership	16,318	16,657	14,349	14,400

PTA membership has increased slightly this school year.

2. Fall Open House

Each year during the latter part of October and early November, Open House Programs are held throughout the Columbus Public Schools. Prior reports have indicated that parent attendance at Open House Programs has increased each year since the beginning of desegregation. This year, however, parent

attendance registered a slight decrease when compared to 1981 data. The overall decrease in attendance was 2,718 or 6.1 percent. A four-year comparison of attendance data is shown on the table below.

PARENT ATTENDANCE AT OPEN HOUSE PROGRAMS

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Elementary	19,803	21,911	24,891	24,477
Middle	--	6,873	9,497	9,094
High School ^a	<u>14,000</u>	<u>7,388</u>	<u>10,040</u>	<u>8,139</u>
Total	33,803	36,172	44,428	41,710

Although parent attendance at Open House declined at all levels in 1982, the decrease registered at the elementary level was 1.7 percent, while the decrease at the middle school level was 4.2 percent, and at the high school level the decrease was 18.9 percent when compared to 1981 data.

^aIncludes Career Centers in all four years. Junior High School and Senior High School data in combined form for 1979 and Middle and High School totals are presented separately in 1980, 1981, and 1982.

Although declining pupil enrollment in the schools will cause a proportional decrease in percent attendance at school functions, the overall decrease of 6.1 percent at Open House Programs is much greater than the 2.3 percent decline in enrollment since October, 1981. Thus, other factors, particularly at the high school level, are influencing the number of parents attending Open House Programs.

3. Parent/Teacher Conference Day

In November, 1979, a fall parent/teacher conference day was initiated in the elementary schools. With the change to the middle school organization in 1980, the parent conference day was expanded to include middle schools and at that time a spring conference day for both elementary and middle schools was added to the school calendar. A summary of parent attendance at these conference days is shown below.

3-YEAR SUMMARY OF PARENT ATTENDANCE AT PARENT/TEACHER CONFERENCES

	Feb. <u>1981</u>	Dec. <u>1981</u>	March <u>1982</u>	Dec. <u>1982</u>	March <u>1983</u>
Elementary	12,804	14,100	14,900	13,708	13,722
Middle	<u>4,887</u>	<u>4,305</u>	<u>3,578</u>	<u>5,074</u>	<u>3,561</u>
	17,691	18,405	18,478	18,782	17,283

November 1980, the first year of the middle school, registered the greatest attendance on a parent/teacher conference day. Since that date, overall attendance had been fairly consistent with slight increases being registered each date.

Compared to December, 1982, the March 1983 attendance at the elementary schools registered an increase by 14 while middle schools registered a 1,513 decrease in attendance.

In general, however, parent/teacher conference days continue to be well attended and are an important means of communication and cooperation between the school and the home.

4. FACT-Line

One other indicator of community interest in desegregation would be the types of telephone calls made by citizens to FACT-Line. FACT-Line is a special telephone number that citizens may call to receive answers to any school-related question they may have. This service was initiated as part of the Court-ordered Phase I desegregation effort as a sub-component of rumor control and community information efforts.

Desegregation-related inquiries were tabulated by the FACT-Line staff and forwarded to Monitoring on a weekly basis. The number of 1982-83 FACT-Line calls related to desegregation inquiries are tabled below and are compared to the number received in 1980-81.

FACT-LINE TELEPHONE LOG

<u>Inquiry Category</u>	<u>Number of Calls Received</u>	
	<u>1980-81</u>	<u>1982-83</u>
Pupil Transportation	4,187	1,452
School Locations	2,065	4,568
School Assignments	1,299	204
Desegregation Concerns	1,318	818
Desegregation-General	<u>279</u>	<u>995</u>
TOTAL	9,148	8,037

Desegregation and desegregation-related activities are still a source of citizen inquiry.

L. STAFF DEVELOPMENT AND HUMAN RELATIONS ACTIVITIES

1. 1982-83 Activities

During the period of August 7, 1982, through June 10, 1983, the Staff Development and Human Relations Office conducted 120 professional growth activities with 2,325 administrators, teachers, and professional support personnel. Inservice activities were presented by school district staff development specialists and other resource staff members; by Ohio State University professors; by State Department of Education personnel; and by community professionals.

During the reporting period, five schools implemented a School Improvement Program; the goal of which is to allow each student to perform at or above minimum levels of mastery of basic skills as measured by standardized tests. As well, 150 teachers participated in the Teacher Expectations and Student Achievement (TESA) Program. The TESA Program trains teachers in the use of 15 supportive and motivational techniques to be used with all students to improve their academic performance. A Middle School Leadership Program is underway for 15 principals. The group meets once each month of the school year for inservice designed to improve their instructional leadership capabilities. Teachers from throughout the district have participated in activities designed to improve their skills in discipline, accommodating pupil learning styles, creating a positive classroom climate, and time management.

Inservice activities were provided for food service managers, PTA members, and senior high school teachers of math, science, social studies, foreign language, health education, fine and performing arts, home economics, business education, and industrial arts.

2. Staff Development and Human Relations Plans for 1983-84

The Columbus Public Schools will provide for an effective program of staff development and human relations for administrators, teachers, and professional support staff during the 1983-84 school year. The goal of the program is to provide personal and professional growth opportunities for administrators, teachers, and professional support staff that results in improved instruction and services to students. The following activities/programs will be provided:

- Supporting an expanded School Improvement Program (SIP) in three ways; (1) technical assistance for program implementation at eight additional schools; (2) providing inservice release days for school staffs involved with the SIP; and (3) providing funds, when appropriate, for hiring consultants to conduct SIP related inservice activities.
- Training 150 teachers/aides in the TESA Program.
- Conducting monthly inservice workshops for secondary administrators to improve their instructional leadership skills and management skills (Principal's Leadership Academy).
- Providing staff development and human relations technical assistance to schools.
- Providing inservice programs for professional support and growth.

Departmental staff funded by the school district include a Special Assistant, a Director, a Supervisor, eight Staff Development and Human Relations Specialists, and three secretaries. Staff Development and Human Relations efforts will be supplemented by the use of Ohio Department of Education Teacher Development Funds. All program activities will continue to promote the concept of equal educational opportunities for all students in a desegregated school setting.

M. MONITORING AND PROBLEM RESOLUTION

In September, 1982 the Columbus Public Schools entered its fourth year of Court-ordered desegregation. The continuing thrust of the Department of Desegregation Monitoring has been to help schools and the school system to identify and to solve desegregation-related problems. However, the earlier tasks of the Monitoring Team concentrated on desegregation problems of a routine and logistical nature. Transportation, bus stop locations, specific discipline problems, and school assignments were the primary foci of parent and community concern. Toward the end of the second year of desegregation, students, parents, and the community in general began to view desegregation more as matter-of-course.

Although not abandoning the investigatory or problem-solving aspects of the department, the Monitoring Team began to concentrate on the examination of the so-called "second-generation" issues of school desegregation. Such issues involved investigation of student adjustment under desegregation, pupil involvement in the total school environment, student discipline and discipline alternatives, identification of special education pupils, and pupil achievement.

The impetus to concentrate on the second-generation issues was partially founded on the Court's September 11, 1981 Order which clarified that the Court's ". . . responsibility extends beyond pupil reassignment and racial balance." In consort with that Court tenet the Monitoring Team began to re-direct its efforts as outlined in the September, 1981 Order. There were five areas of concentration.

- to make sure that students are provided a desegregated public school environment,
- to make sure that pupil assignment procedures in use are neutrally planned and fairly executed,
- to make sure that pupils are disciplined, passed or retained, and afforded participation in extra-curricular activities without unlawful discrimination on the basis of race,
- to make sure that the Court is provided with sufficient information in order that it might conduct an intelligent evaluation of progress under the plan.

To fulfill the guidelines established by the Court and the Court-appointed Special Master, the Monitoring Team planned four major efforts for the 1982-83 school year:

- a study of the middle school multicultural education programs,
- a May, 1983 survey of student attitudes at the middle and high school levels,
- a system-wide teacher survey to identify perceptions related to teaching in a desegregated school environment,
- to make sure that the Court is provided with sufficient information in order that it might conduct an intelligent evaluation of progress under the plan.

Along with these major thrusts the Monitoring Team continued to analyze monthly discipline data, examine high school pupil participation in co-curricular activities, and carry out a comprehensive schedule of school visitations to observe first-hand the progress of desegregation in each school.

The first effort of the Monitoring Team, to identify middle school teacher attitudes and perceptions about the multicultural education programs in the middle schools, was completed during the month of October, 1982. The study was designed to identify areas of strength and weakness which would serve as guidelines for the improvement of multicultural programs in the middle schools.

The survey was administered using a random sample technique and the number of respondents were such that the results could be projected to the total population of middle school teachers with 95 percent confidence $\pm$ 9 percentage points. The results of the survey revealed that:

- 1) Middle school teachers hold a very positive view toward multicultural instruction. Over 91 percent rated their attitude as favorable or very favorable.
- 2) Middle school teachers want to be involved in the development of the multicultural education program, and they perceive the program as most effective if blended into regular day-to-day instruction.
- 3) Middle school teachers overwhelmingly accept the following instructional goals for multicultural instruction:
 - to develop an awareness in students of the value of cultural diversity,
 - to help students identify their own culture,
 - to help students gain pride in their culture,
 - to assist students to interact successfully in a cross-cultural setting,
 - to assist students to respond positively to diversity of human behavior in a cross-cultural school enrollment,
 - to assist students to recognize similarities and differences between majority and minority cultures.

- 4) Most middle school teachers perceive a need for improvement in the multicultural education efforts in their schools.
- 5) Middle school teachers identified a foundation of twenty-one curriculum traits which they feel should be included in a multicultural education program and which could achieve the following outcomes:
 - Everyone would be aware of differences and similarities in ethnic cultures;
 - Everyone would learn to accept the right of ethnic groups to be different;
 - Students would see their ethnicity represented in their school curriculum;
 - Multicultural education would improve the human condition;
 - Students would be made aware of the diverse nature of society;
 - Individuals would have the opportunity to develop their own ethnic identity.

A second effort of the Monitoring Team was to re-administer the Student Opinion Survey and to compare the 1983 results with previous survey results. A comparison of transported vs. non-transported students was made along with a comparison of black and non-black student responses.

The opinions and attitudes of students, although not critical to the operation and performance of the school district, provide a useful tool for the evaluation of the school environment. Under Court-ordered desegregation, however, student attitudes become valuable in judging the progress of the school district's efforts in promoting an integrated school environment.

In May, 1983 the Department of Desegregation Monitoring, with major assistance from Evaluation Services, conducted a fourth consecutive Student Opinion Survey among students in grades 6 through 12. A total of 24,516 students completed this year's survey.

The results of this most recent survey are impressive when compared to previous survey results. The data comparisons of the study are presented in Attachment C. Other findings from this survey were treated in the Pupil Discipline section and the Co-curricular Activity Participation section of this report.

Of note are the responses of high school and middle school students with regard to their perceptions of desegregated-related issues. These data are as follows:

HIGH SCHOOL STUDENTS

- 50.6% of the high school students reported that they are satisfied with their school. This is an all-time high and an increase from 42.9% in 1980.
- 42.9% rated school spirit at their school as good. Although down slightly from last year, it is an increase from 32% in 1980.
- 57.4% of the high school students responded that they like their school. This is a record high and an increase from 51.9% in 1980.
- 44.7% reported that students at their school are not overly concerned about the race of other students. This is a record high and an increase from 36.1% in 1981.
- Over two-thirds (69.2%) of the high school students reported that going to school with students from other races does not affect their learning. This is an all-time high and an increase from 65.9% since 1981.
- 42.6% stated that contributions of members of their race are found in the courses they take. This is an increase from 34.5% in 1980.

MIDDLE SCHOOL STUDENTS

- 43.1% of the middle school students reported that they are satisfied with their school. This is an all-time high and an increase from 35.5% in 1980.
- 46.0% responded that they like their school. This is a record high and an increase of 6 percentage points since 1980.
- Over half of the students (50.7%) feel that they belong in the school they are attending. This is an all-time high and an increase from 44.4% in 1980.
- 50.7% of the middle school students reported that students at their school are not overly concerned about the race of other students. This is a record high and an increase of 7.6 percentage points since 1981.

- Almost three-fourths (73.7%) of the students stated that going to school with students from other races does not affect their learning. This is a record high and an increase of 3.2 percentage points since 1982.
- 41.1% reported that contributions of members of their race are found in the courses they take. This is an all-time high and an increase from 33.3% in 1980.

The attitudes of students in Columbus' middle and high schools are generally positive and have continued to become more positive over the past four years. The most critical question on the survey concerned whether desegregation affected a student's learning. In response, 17,302 students, 71.6%, or seven out of ten, stated that going to school with students from different races did not affect their learning.

The initial Court-approved desegregation plan included the transportation of approximately 30,000 pupils. Parents, pupils, and community representatives were concerned that transported pupils would have adjustment problems at their new school assignments. Many feared that bused students could not participate in school activities nor would they feel welcome at their discontinuous school assignment. In order to evaluate how well students were adjusting to their new school assignments and to desegregation in general, a series of questions was included in the annual student survey.

Computer analysis of the Student Opinion Survey responses facilitates the comparison of the attitudes of pupils who are bused to school with the attitudes of those pupils who walk to a

neighborhood school. If transporting students for desegregation causes adjustment problems, then significant differences in student responses should be evident between bus riders and non-bus riders. On the other hand, if transported students respond to survey items similar to non-bus riders, then busing is not a deterring factor to school adjustment.

Analysis of this data revealed that no significant differences were found between the attitudes of pupils who are being bused and non-bused pupils. Of even greater significance is the fact that student attitudes have become more positive during this fourth year of desegregation.

A brief summary of the most salient findings of such analysis is contained below:

Desegregation

- Desegregation has not appeared to affect learning. 85% of the black pupils, both bused and non-bused, reported that going to school with students from other races does not affect their learning. For non-black pupils, 69% of the bused and 64% of the non-bused students reported that their learning is not affected by going to school with students of other races. Thus, over 8 out of 10 black bused pupils, and almost 7 out of 10 non-black bused pupils believe that desegregation has not affected their learning.

Student Activities Programs

- Busing has not deterred students from participating in student activities. During the 1982-83 school year, 71% of the black pupils and 68% of the non-black pupils who were bused reported that they had participated in two or more student activities. Of the non-bused pupils, 70% of the black and 68% of the non-black pupils participated in two or more student activities.

- Bused pupils, both black and non-black, report satisfaction with student activities. Among black pupils, 58% of those who are bused reported they are satisfied with the activities programs and 60% of those non-bused reported satisfaction. Among non-black pupils, 56% of both bused and non-bused reported satisfaction with their schools activities programs.

School Spirit

- Both bused and non-bused pupils are satisfied with their school. 44% of the black and 49% of the non-black bused pupils reported that they are satisfied with their school. At the same time, 46% of the black and 49% of the non-black pupils who are not bused reported satisfaction with their school.
- 49% of the black and 54% of the non-black bus riders reported that they like their school. This compares to 50% of the black and 55% of the non-black pupils who do not ride the bus.

In summary, the data indicates that there are no significant differences in the attitudes of bused and non-bused pupils about various aspects of their schooling. The attitudes of both groups of pupils are generally positive and have continued to become more positive over the past two years.

Such data represents substantial evidence that busing has not impaired pupil involvement in routine school life. The data demonstrate that pupils have adjusted to new school assignments and they are participating in a variety of activities which comprise the school's environment. In the broader sense, middle and high school pupils in Columbus Public Schools who are transported to accomplish racial desegregation have adjusted as well as those who are not transported.

Finally, it is important to remember that this survey is not based on a small random sample of students. Every student in grades six through twelve has the opportunity to respond. These results are valid and are therefore an accurate portrayal of the opinions of the district students in middle and high schools.

The table on the following page compares the attitudes of bused and non-bused pupils for selected survey items.

A third planned effort of the Monitoring Team was to conduct a system-wide teacher survey to gauge classroom teacher perceptions of themselves, their peers, their community, and their teaching materials, as those perceptions relate to teaching in a desegregated school environment. This activity was not performed. Instead, the results of the CEA Building Environment Survey were analyzed. The results are contained in Attachment E.

A fourth effort of the Monitoring Team was to administer a system-wide survey among school principals regarding activities planned to observe African-American History month. The study included a summary of planned activities, the major resources to be utilized, and a general outline of direct student participation in activities. Analysis of the survey results included a comparison with previous survey results. The results of this study are contained in Attachment F.

DESEGREGATION

Students at my school are not overly concerned about the race of other students.

	<u>Bus Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	45	38	28	35	48	35	26	40
1982	51	43	24	30	53	39	22	35
1983	54	47	21	28	56	43	21	32

Going to school with students from other races does not affect my learning.

	<u>Bus-Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	83	63	9	23	82	59	9	27
1982	83	65	8	20	83	61	8	25
1983	85	69	7	19	85	64	7	23

Contributions of members of my race are found in the courses I take.

	<u>Bus-Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	39	41	22	14	37	42	23	13
1982	40	42	20	14	42	43	19	14
1983	43	43	18	13	42	43	18	13

STUDENT ACTIVITIES PROGRAMS

Most students at my school are interested in participating in school activities.

	<u>Bus-Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	71	60	15	20	72	56	15	24
1982	75	65	13	17	74	60	13	21
1983	79	70	10	14	76	66	12	17

How many activities have you participated in this year?

		<u>Bus Riders</u>							<u>Non-Bus Riders</u>				
<u>Activities</u>		<u>4+</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>			<u>4+</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
1981	Black %	32	15	17	15	21		Black %	36	16	17	15	17
	Non-Black %	32	15	17	14	22		Non-Black %	33	15	17	14	21
1982	Black %	37	16	16	13	18		Black %	38	16	16	13	17
	Non-Black %	37	15	16	13	18		Non-Black %	36	15	17	13	20
1983	Black %	38	16	17	12	18		Black %	38	16	16	13	16
	Non-Black %	39	14	15	12	20		Non-Black %	36	16	16	12	20

How many school activities have you attended this year?

		<u>Bus Riders</u>							<u>Non-Bus Riders</u>				
<u>Activities</u>		<u>All</u>	<u>Most</u>	<u>About Half</u>	<u>Few</u>	<u>None</u>			<u>All</u>	<u>Most</u>	<u>About Half</u>	<u>Few</u>	<u>None</u>
1981	Black %	11	24	18	30	17		Black %	12	28	20	27	13
	Non-Black %	8	25	20	30	16		Non-Black %	7	28	22	29	14
1982	Black %	13	27	19	27	14		Black %	14	29	19	26	12
	Non-Black %	9	29	21	28	13		Non-Black %	8	30	22	27	13
1983	Black %	15	27	18	27	14		Black %	14	31	19	24	12
	Non-Black %	11	30	19	27	14		Non-Black %	9	30	21	27	13

Most activities at my school are held at a time when I can participate.

	<u>Bus-Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	59	55	26	28	63	60	23	24
1982	64	59	23	25	67	62	19	21
1983	68	63	19	21	68	65	19	19

In general, I am satisfied with the activities program offered at my school.

	<u>Bus Riders</u>				<u>Non-Bus Riders</u>			
	<u>% Agree</u>		<u>% Disagree</u>		<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	52	49	29	30	56	52	27	28
1982	58	53	25	26	57	54	24	26
1983	58	56	24	24	60	56	22	24

SCHOOL SPIRIT

In general, are you satisfied or dissatisfied with your school?

<u>Bus Riders</u>				<u>Non-Bus Riders</u>			
	<u>Satisfied</u>	<u>Neither</u>	<u>Dissatisfied</u>		<u>Satisfied</u>	<u>Neither</u>	<u>Dissatisfied</u>
1981 Black %	41	33	26	Black %	43	34	23
Non-Black %	43	29	28	Non-Black %	45	29	26
1982 Black %	42	34	24	Black %	45	33	23
Non-Black %	46	29	25	Non-Black %	48	28	24
1983 Black %	44	33	24	Black %	46	32	22
Non-Black %	49	27	24	Non-Black %	49	29	22

How do you rate school spirit in your school?

<u>Bus Riders</u>				<u>Non-Bus Riders</u>			
	<u>Good</u>	<u>Average</u>	<u>Poor</u>		<u>Good</u>	<u>Average</u>	<u>Poor</u>
1981 Black %	35	41	24	Black %	36	40	23
Non-Black %	35	37	29	Non-Black %	32	37	31
1982 Black %	40	37	24	Black %	40	39	21
Non-Black %	36	37	27	Non-Black %	38	35	26
1983 Black %	40	39	21	Black %	41	38	21
Non-Black %	39	36	25	Non-Black %	38	36	26

I like my school.

Bus Riders

	<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
1981	45	48	33	33
1982	48	50	31	30
1983	49	54	30	27

Non-Bus Riders

	<u>% Agree</u>		<u>% Disagree</u>	
	<u>Black</u>	<u>Non-Black</u>	<u>Black</u>	<u>Non-Black</u>
	49	52	29	28
	49	54	29	27
	50	55	29	25

The Monitoring Team also continued to examine and analyze monthly discipline reports, pupil participation in school activities, pupil mobility and in-migration files. Further, the team routinely visited school sites to monitor the desegregation process at the individual building and classroom levels. A brief summary of school observations made during the 1982-83 school year follows below.

Members of the Monitoring Team made over 450 visits to schools since September, 1982. All elementary schools have been formally observed and all middle and high schools have been visited three or more times. A summary of the visitation reports by team members indicated the following:

- Principals at all schools reported this year's school opening was one of the "smoothest ever."
- Elementary School visitations: All the buildings visited were clean, had "welcome" signs posted near main entrances, and generally gave the feeling that visitors were welcome. Classrooms and hallways were decorated with student art work or classroom work. Most buildings had multi-racial, multi-ethnic pictures on display. Students were busy in classrooms; no cases of student discipline were observed. During recess both black and white students were jointly involved in games and play activities.
- Middle School visitations: Buildings were neat and orderly; no students were roaming the halls; classes were proceeding in order; classes were racially mixed and there were no signs of segregated seating patterns. At most schools during lunch, students sit where they please in the cafeteria and there were many instances of mixed racial seating and socializing among students.

- High School visitations: Visits to these schools left a somewhat different impression. Although the vast majority of students were in classrooms and involved in learning, in some schools it appeared that far too many students were in the halls during class time; hall monitors and teachers on hall supervision were kept busy trying to get students to class or study hall. In some schools office areas were congested with students waiting for discipline conferences. Between class periods and during lunch time some inter-racial socialization was observed at all schools. Interviews with high school teachers revealed that many are negative about desegregation and some became vitriolic when discussing student behavior and discipline, especially that of black students.
- School spirit at the high schools appears to be at extremes - either exceptionally high or very low with no middle ground.
- General observations and results of interviews: Desegregation is of little concern to most staff and students; only high school teachers are still vocal about it.
- Parents are no longer vocally opposing desegregation but one is able to perceive they wish it would end.
- Principals are concerned about educational issues rather than desegregation issues which have consumed their efforts for the past three years.
- Parent participation and interest in our schools appear to be waning.

N. THE STATUS OF OUTSIDE FUNDING

By way of review, the Columbus City School District has vigorously pursued acquisition of external funds in order to assist with the desegregation process. Acquisition commenced immediately upon receipt of the Court's March 8, 1977, Opinion and Order and has not ceased since. However, the historical sources of funds for desegregation assistance -- ESAA and The Civil Rights Act of 1964 -- are no longer available to local school districts. The source of block-grant funds now available, The Education Consolidation and Improvement Act, provides much smaller allocations than the categorical programs did.

1. The Emergency School Aid Act

This Act has provided the Columbus Public Schools with 13.9 million dollars in desegregation-assistance funds since September, 1979. ESAA has been rolled into the new Block Grant program and is no longer available to local school districts as a source of categorical funding. There is currently a growing mood in Congress to re-establish the ESAA fund for FY-84 implementation. The school district is monitoring the situation closely. However, until current federal funding changes, the Columbus Public Schools can no longer rely on ESAA for desegregation funding assistance.

2. The Civil Rights Act of 1964

Since September, 1979, the Columbus Public Schools have been awarded \$826,636 in CRA funds to assist with staff training and desegregation monitoring. Although this source of funds is now a part of the Block Grant program, it remains unavailable to school districts for the 1983-84 school year. U.S. Department of Education administrative rules and regulations only permit State Departments of Education and Desegregation Assistance Centers to apply for these funds. Now that direct-funding grants are no longer a possibility, the Columbus Public Schools will continue to approach the Ohio Department of Education for desegregation assistance.

3. The Education Consolidation and Improvement Act

The Columbus Public Schools was allocated \$618,863 in ECIA-Chapter II funds for 1982-83, a decrease of 82.8 percent from the \$3,598,629 received under ESAA and Civil Rights categorical funding for 1981-82. ECIA funds have been utilized in part to support desegregation: \$177,000 for Monitoring; \$243,000 for Adult Crossing Guards, and \$140,225 for Improvement of School Practices.

The school district has received 1983-84 ECIA allocation of \$587,239. This is 5.11 percent less than that received for 1982-83. Though the per pupil allocation rose slightly from FY 83 to FY 84, the school district registered a decrease in overall average daily membership and a decrease in ADC-receiving enrollees. The increase in per pupil allocation was not sufficient to offset the cited decreases in student enrollment.

The district intends to continue the funding of desegregation monitoring, adult crossing guards, improvement of school practices activities from ECIA funds. The level of funding will need to be reduced, however, in order to stay within the 1983-84 allocation.

O. STATUS OF 1983-84 DISTRICT FINANCES

A balanced 1984 Tax Budget of 203.9 million dollars was presented to the Board of Education on June 21, 1983. Although the Tax Budget does not appropriate any funds, it does indicate what is expected in terms of revenue and how the administration would expend the funds if available.

In developing the budget, school officials took into account planned inflationary increases, as well as expected salary and utility increases. It also is based on a slight projected drop in enrollment, and somewhat higher staffing levels that are needed to comply with state minimum standards. There are no anticipated building closings.

The following pages contain certain data relevant to the 1984 Tax Budget including: 1) revenue assumptions, 2) expenditure assumptions, 3) a revenue source budget, 4) an expenditure budget, and the General Fund Budget, as portrayed in the prescribed format.

REVENUE ASSUMPTIONS

1983

- . Tax income is the same as that estimated for the permanent appropriation measure adopted March 15, 1983.
- . State Foundation consists of the actual payments with mandated reductions through June 30 plus 40% of the estimate of the House version of House Bill 291 for the period July through December, 1983, and totals \$65,067,000.
- . Other state support for current operations includes the \$6,677,000 desegregation reimbursement from the State of Ohio which was credited to the General Fund earlier.

1984

- . The three lines - Real Estate and Public Utility Taxes, Personal Tangibles Taxes, and Property Tax Rollback and Homestead have been estimated using valuation increases by category. Total tax income is estimated at \$109,675,000.
- . State Foundation is estimated in accordance with the latest Department of Education's estimates of the amounts for Columbus in the House version of House Bill 291 and totals \$77,924,000.
- . Other state support includes an estimate of continued desegregation reimbursement from the State of Ohio for the eighteen month period January 1, 1982 through June 30, 1983, and totals \$7,323,000.
- . Bus reimbursement is estimated at \$1,100,000 for expected state reimbursement on 44 buses that will likely be ordered and received in 1984.

Expenditure Assumptions

In projecting future expenditures, assumptions must be made concerning factors having an influence on the magnitude of the expenditure. It is of extreme importance that the assumptions include the critical factors which could affect expenditure levels and that the assumptions are as accurate as possible. The assumptions used in projecting the continuation level budget for 1984 are:

Enrollment - The official 1982-83 enrollment is 69,417. Enrollment is expected to decline by 1,656 pupils for the 1983-84 school year to 67,761 pupils and by 798 pupils for the 1984-85 school year to 66,963 pupils.

Salary Schedules - Professional and classified salaries are based on the current contract agreements with the Columbus Education Association and the Columbus Public Schools Chapter, Ohio Association of Public School Employees for the duration of the contracts. The Columbus Education Association employees contract expires on August 31, 1983, and will be the subject of negotiations prior to that time.

Longevity Increases - Longevity pay increases will average approximately two percent through 1984.

Staffing - Staffing levels will remain at levels commensurate with those of 1983 except for adjustments due to enrollment decline and increased state requirements.

Facilities - The number of facilities needed to efficiently house students is directly related to enrollment. Since the peak enrollment year of 1971 through June 1982, 62 facilities have been closed. It is anticipated that the following facilities will be required during the 1983-85 period for K-12 pupils:

	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>
Elementary *	89	80	80	80
Middle	26	26	26	26
Senior	17	16	16	16
Career Centers	4	4	4	4
Special Schools	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
Total	139	129	129	129

*Includes Colerain

These facility requirements are based on projected enrollments. Elementary enrollments are projected to bottom out and then increase in October 1985. Middle School enrollments should bottom out and then increase in 1987. Because of this projected trend reversal, future school closings should be considered carefully in the context of the Board's commitment to stability adopted on March 16, 1982.

Special Programs - Federal and State laws have mandated educational programs for the handicapped. In order to comply with these mandates and to provide needed educational services for our pupils, it is estimated that current special education program levels will be continued in 1984 with 585.6 state approved units. The vocational programs for job training will be continued in all four Career Centers and all 15 conventional high schools, providing continued job training opportunities for 50 percent of our students over 16 years of age. We expect to have a total of 295 state approved vocational units operating in 1984.

Inflation - Inflation has been a pervasive factor in increased costs during the 70's and is expected to continue during the 80's. Current rates are declining to more moderate levels and the inflation factors used in the 1983 tax budget are:

General rate - A general inflation rate of 4 % has been used in these projections. Object codes influenced by enrollment decline such as supplies have been calculated using both the inflation rate and an enrollment decline factor.

Salary rates - salaries are subject to negotiation with employee unions; however, for the purposes of these projections only, the general inflation rate has been used for the periods after current contracts expire. The OAPSE contract expires August 31, 1984. The CEA contract expires on August 31, 1983.

General Comments Regarding this Tax Budget

The revenue estimates upon which this tax budget is based are the best that can be made now. They may need revision when the Ohio General Assembly enacts the appropriation of funds for primary and secondary education. Proposals currently under discussion could provide a wide range of funds for the year. The level and type of Federal funding is also somewhat uncertain. If Federal funding is reduced, some services will have to be reduced and others may need to be continued using the General Fund. The financial plan being presented may require modification due to the actions of these agencies which are beyond the control of the Columbus Board of Education. If State funding levels are increased above the projections, strong consideration should be given to increasing facility and equipment maintenance levels which have been deferred due to prior State cutbacks.

Despite these significant uncertainties, State law requires adoption of a tax budget no later than July 15 for the fiscal year January 1 through December 31. The tax budget herein presented is designed to essentially maintain the programs that were provided during 1983 and to provide for specific increases for the highest priorities included in the Basic Needs Program approved by voters on November 3, 1981.

COLUMBUS PUBLIC SCHOOLS
1983 AND 1984
General Fund
SUMMARIES - CASH BASIS

	<u>1983 Amended Appropriation</u>	<u>1984 Tax Budget</u>
<u>Basic Facts</u>		
School Days	180	180
October Enrollment	67,761	66,963
<u>Revenue</u>		
Property Taxes	\$ 98,535,109	\$ 99,875,000
State Foundation	65,067,000	77,924,000
State Rollback and Homestead	9,800,000	9,800,000
Other State Revenue	10,525,000	11,236,000
Federal	97,000	50,000
Other	<u>5,405,000</u>	<u>5,060,000</u>
Total Revenue	\$189,429,109	\$203,945,000
<u>Expenditures</u>		
Salaries	\$134,091,143	\$140,832,000
Benefits	26,550,000	29,095,000
Supplies, Materials and Texts	8,180,039	8,754,100
Purchased Services	18,560,905	19,668,800
Capital Outlay	1,000,000	2,490,000
Other	<u>3,075,186</u>	<u>3,105,100</u>
Total Expenditures	\$191,457,273	\$203,945,000
Operating Cash Balance	\$ -2,208,164	\$ -0-
Beginning Cash Balance	<u>\$ 2,208,164</u>	<u>\$ -0-</u>
Ending Cash Balance	\$ -0-	\$ -0-

COLUMBUS PUBLIC SCHOOLS
GENERAL FUND
By Department
1984 Proposed Tax Budget

Division	Total	Salaries	Fringe Benefits	Supplies	Purchased Services	Capital Outlay	Other
SUPERINTENDENT							
General	\$ 562,428	\$ 404,508	\$	\$ 11,095	\$ 120,475		\$ 26,350
Communications	181,984	162,384		3,400	15,000		1,200
Management & Budget	3,271,401	1,694,711		247,790	1,355,400		-26,500
Personnel	585,555	624,130		5,250	5,975		-49,800
Staff Dev/Human Rel.	828,555	815,955		3,050	12,100		-2,550
TOTAL	5,429,923	3,701,688		270,585	1,508,950		-51,300
TREASURER	31,234,777	790,277	28,770,000	10,700	1,095,300		568,500
SUPPORT SERVICES							
General	2,237,225	1,272,075		156,550	819,000		-10,400
Maint. & Operation	26,953,501	13,316,686		1,428,200	12,359,115		-150,500
Pupil Transportation	13,235,323	7,262,123		2,289,600	2,190,400	1,490,000	3,200
TOTAL	42,426,049	21,850,884		3,874,350	15,368,515	1,490,000	-157,700
ELEMENTARY SCHOOLS							
General	28,813,898	27,790,158		1,010,580	7,250		5,910
Area I	1,608,145	1,451,820		150,075	3,350		2,900
Area II	1,571,166	1,413,916		151,500	3,350		2,400
Area III	1,633,805	1,469,280		158,675	3,450		2,400
Area IV	1,548,707	1,390,332		152,625	3,350		2,400
TOTAL	35,175,721	33,515,506		1,623,455	20,750		16,010
MIDDLE & HIGH SCHOOLS							
General	2,478,946	1,400,416		1,007,670	8,520		62,340
Middle Schools	21,723,923	21,318,273		371,250	21,600		12,800
High Schools	23,623,895	22,685,115		483,080	436,100		19,600
Vocational Educ.	9,279,545	8,674,945		381,000	107,900		115,700
TOTAL	57,106,309	54,078,749		2,243,000	574,120		210,440

COLUMBUS PUBLIC SCHOOLS
GENERAL FUND
By Department
1984 Proposed Tax Budget

Division	Total	Salaries	Fringe Benefits	Supplies	Purchased Services	Capital Outlay	Other
STUDENT DEVELOPMENT SVCS							
General	\$ 153,390	\$ 187,700	\$	\$ 2,610	\$ 15,680	\$	\$ -52,600
Adult Education	0						
Special Education	15,466,401	14,475,151		173,050	784,800		33,400
Pupil Services	<u>5,915,428</u>	<u>4,978,573</u>		<u>46,005</u>	<u>8,100</u>		<u>882,750</u>
TOTAL	<u>21,535,219</u>	<u>19,641,424</u>		<u>221,665</u>	<u>808,580</u>		<u>863,550</u>
PLANNING, DEVELOPMT. & CONSULTATIVE SERVICES							
General	954,351	858,716		20,250	106,685		-21,300
Programs	1,134,167	966,792		32,425	127,150		7,800
Media Services	<u>3,834,999</u>	<u>3,359,449</u>		<u>413,500</u>	<u>58,750</u>		<u>3,300</u>
TOTAL	<u>5,923,517</u>	<u>5,184,957</u>		<u>466,175</u>	<u>292,585</u>		<u>-20,200</u>
SYSTEMWIDE	<u>5,113,485</u>	<u>2,058,515</u>	<u>325,000</u>	<u>44,170</u>		<u>1,000,000</u>	<u>1,675,800</u>
TOTAL FUND	<u>203,945,000</u>	<u>140,832,000</u>	<u>29,095,000</u>	<u>8,754,100</u>	<u>19,668,800</u>	<u>2,490,000</u>	<u>3,105,100</u>

ATTACHMENT A

Estimated 1983-84 School Enrollments

ESTIMATED 1983-84 SCHOOL ENROLLMENTS

(All numbers include Kindergarten but
do not include Special Education students)

<u>SCHOOL</u>	<u>TOTAL ENROLLMENT</u>	<u>TOTAL BLACK</u>	<u>BLACK ENROLLMENT</u>
Alternative	570	228	40.0
Beechcroft	1175	492	41.9
Briggs	806	295	36.6
Brookhaven	1294	534	41.3
Centennial	719	322	44.8
East	1122	435	38.8
Eastmoor	1193	617	51.7
Independence	991	380	38.3
Linden-McKinley	979	508	51.9
Marion-Franklin	1178	512	43.5
Mifflin	1189	675	56.8
Northland	1209	440	36.4
South	1502	617	41.1
Walnut Ridge	1322	591	44.7
West	1481	499	33.7
Whetstone	877	359	40.9
Barrett	816	391	47.9
Beery	574	167	29.1
Buckeye	642	273	42.5
Champion	318	164	51.6
Clinton	622	267	42.9
Crestview	655	351	53.6
Dominion	522	261	50.0
Eastmoor	388	183	47.2
Everett	509	285	56.0
Franklin	750	312	41.6
Hilltonia	654	249	38.1
Indianola	452	216	47.8
Johnson Park	645	357	55.4
Linmoor	474	184	38.8
Medina	609	268	44.0
Mifflin	607	317	52.2
Mohawk	608	230	37.8
Monroe	440	201	45.7
Ridgeview	377	163	43.2
Sherwood	500	276	55.2
Southmoor	707	355	50.2
Starling	691	204	29.5
Wedgewood	450	165	36.7
Westmoor	763	254	33.3
Woodward Park	654	311	47.6
Yorktown	485	207	42.7

ESTIMATED 1983-84 SCHOOL ENROLLMENTS

(All numbers include Kindergarten but
do not include Special Education students)

<u>SCHOOL</u>	<u>TOTAL ENROLLMENT</u>	<u>TOTAL BLACK</u>	<u>% BLACK ENROLLMENT</u>
Alpine	444	218	49.1
Arlington Park	290	151	52.1
Avalon	536	215	40.1
Avondale	521	174	33.4
Beck	315	154	48.9
Berwick	416	172	41.4
Binns	538	190	35.3
Brentnell	335	192	57.3
Broadleigh	325	133	40.9
Burroughs	735	375	51.0
Cassady	379	248	65.4
Cedarwood	370	133	36.0
Clarfield	564	241	42.7
Clinton	320	96	30.0
Colerain	56	14	25.0
Como	420	117	27.9
Cranbrook	551	216	39.2
Dana	502	170	33.9
Deshler	487	225	46.2
Devonshire	449	206	45.9
Douglas	377	157	41.6
Duxberry Park	431	180	41.8
East Columbus	406	219	53.9
Eastgate	340	104	30.6
Easthaven	570	216	37.9
East Linden	530	249	47.0
Fair	301	198	65.8
Fairmoor	509	231	45.4
Fairwood	432	247	57.2
Fifth	301	176	58.5
Georgian Heights	340	101	42.1
Gladstone	214	128	59.8
Hamilton	350	220	62.9
Heyl	531	186	35.0
Highland	603	205	34.0
Hubbard	319	119	37.3
Hudson	367	172	46.9
Huy	401	87	21.7
Indian Springs	241	78	32.4
Indianola	393	145	36.9
Innis	555	192	34.6
Kent	389	186	47.8
Koebel	289	135	46.7
Leawood	388	230	59.3
Lincoln Park	351	148	42.2
Linden	647	300	46.4
Linden Park	429	177	41.3
Livingston	442	210	47.5

ESTIMATED 1983-84 SCHOOL ENROLLMENTS

(All numbers include Kindergarten but
do not include Special Education students)

<u>SCHOOL</u>	<u>TOTAL ENROLLMENT</u>	<u>TOTAL BLACK</u>	<u>BLACK ENROLLMENT</u>
Main	305	176	57.7
Maize	213	43	20.2
Maybury	312	91	29.2
McGuffey	314	131	41.7
Medary	577	232	40.2
Moler	317	147	46.4
North Linden	377	150	39.8
Northtowne	302	112	37.1
Oakland Park	415	172	41.5
Ohio	660	395	59.9
Olde Orchard	337	142	42.1
Parkmoor	212	66	31.1
Pilgrim	354	152	42.9
Reeb	518	161	31.1
Salem	291	102	35.1
Scioto Trail	240	86	35.8
Scottwood	491	278	56.6
Second	215	89	41.4
Shady Lane	203	70	34.5
Siebert	260	116	44.6
South Mifflin	237	151	63.7
Southwood	457	116	25.4
Stewart	387	160	41.3
Stockbridge	167	33	19.8
Sullivant	452	218	48.2
Trevitt	410	233	56.8
Weinland Park	325	188	57.9
West Broad	614	153	24.9
Westgate	242	84	34.7
West Mound	337	141	41.8
Windsor	437	260	59.5
Winterset	421	147	34.9

ATTACHMENT B

Middle School Teacher Perceptions
of Multicultural Education

MULTICULTURAL EDUCATION
Middle School Teacher Perceptions

October, 1982

In keeping with its approved operational plan for 1982-83, the Department of Internal Monitoring recently conducted a survey among middle school teachers querying certain aspects of multicultural education. The survey design was identical to that employed in a similar survey of high school teachers in 1981-82.

The objectives of this survey were: 1) to determine the collective attitudes of middle school teachers toward multicultural education, 2) to determine the perceptions of these teachers of our current multicultural efforts, 3) to determine what multicultural efforts should be more emphasized than they presently are, and 4) to gain an estimate of the general disposition of middle school teachers toward multicultural educational efforts.

All teachers assigned fulltime to middle school classroom instruction were included in the survey. This population of 969 teachers was divided into six sub-groups. Each sub-group member was then mailed one of six separate survey instruments (See Appendix A). No teacher received more than one questionnaire. Below is a tabular portrayal of questionnaires mailed, returned, and percentage returned.

<u>Questionnaire</u>	<u># Mailed</u>	<u># Returned</u>	<u>Return Rate</u>
1	161	49	30.4
2	161	32	19.9
3	161	48	29.8
4	162	67	41.4
5	162	82	50.6
6	162	63	38.9

Questionnaires 1 thru 3 were originally one 42-item questionnaire. For purposes of efficiency of respondents, that longer questionnaire was subdivided into three 14-item questionnaires according to instructions supplied by the author. This particular set of survey items was then re-merged into one set of item-responses for analysis purposes. Hence, 483 middle school teachers were asked to evaluate the current multicultural instructional program; 129 or 26.7 percent did so via this survey. The same factoring logic was also applied to questionnaires 4-6 regarding attitude toward multicultural education/instruction. Thus, 486 teachers were surveyed on their attitudes; 212 or 43.6 percent responded.

The importance of the preceding paragraph lies in the desire to be able to take the results of this survey and project or predict what the results would be if all members of the population, middle school classroom teachers, had responded to the survey. In the case of this survey, the results can be projected to the total population of middle school teachers with 95 percent confidence $\pm$ 9 percentage points with regard to the evaluation of the curriculum issue and with 95 percent confidence $\pm$ 6 percentage points with regard to the attitudinal issue.

RESULTS

Attitude Toward Multicultural Curriculum/Instruction

Again, 486 middle school classroom teachers were surveyed in order to acquire an estimate of the attitudes of all 969 middle school teachers toward multicultural curriculum and instruction. Of the 486 teachers surveyed, 212 or 43.6 percent responded.

Of those who responded, 194 or 91.5 percent responded in such a way that their attitudes toward multicultural curriculum and instruction were determined to be favorable to very favorable. This is an overwhelming positive position. For the middle school teacher population it can be said with 95 percent confidence that between 97.5 percent and 86.5 percent of these teachers hold a favorable to very favorable attitude toward multicultural curriculum/instruction. This is a very strong finding.

Overall attitudes are good. But there are three factors involved in this attitudinal assessment: 1) Perceptions of Goals for Multicultural Education, 2) Perceptions of Effects of Multicultural Education, and 3) Perceptions of Effects of Multicultural Curriculum Development Considerations. Analysis of these factors also yields pertinent information for curriculum planning and instruction development. The return rates and confidence in the results are issues here as they were previously.

Factor one yielded 67 returns which permits one to predict to the entire population of 969 teachers with 95 percent confidence ± 12 percent. Similar judgments for factors two and three can be made with 95 percent confidence ± 11 percent for factor two and ± 12 percent for factor three. These intervals are wider than that determined for the overall attitudinal issue, but, they are sufficiently narrow to permit a closer analysis of each factor.

Factor one in addition to contributing to the attitudinal issue also provided data on the perceptions of middle school teachers regarding appropriate goals for multicultural education. Ten goals were listed for judgment. Again, 162 teachers were asked to respond and 67 did so. From the responses of these 67 teachers a projection of the feelings of all 969 teachers can be made with 95 percent confidence ± 12 percent.

The following table contains data relevant to Factor one: Perceptions of Goals for Multicultural Education.

<u>GOAL</u>	<u>% Sample Agreement</u>	<u>% of Projected Population Agreement</u>
1. To develop an awareness in students of the value of cultural diversity.	91.9	100 - 79.1
2. To help students identify their own culture.	89.6	100 - 77.6
3. To help students gain pride in their culture.	89.5	100 - 77.5
4. To assist students to interact successfully in a cross-cultural setting.	91.0	100 - 79.0
5. To assist students to respond positively to diversity of human behavior in a cross-cultural school enrollment.	86.6	98.6 - 74.6
6. To assist students to recognize similarities and differences between majority and minority cultures.	85.0	97.0 - 73.0
7. To teach students to accept the home language of any student as a valid system of communication.	65.7	87.7 - 53.7
8. To assist students in accepting cultural differences in family structure as they may impact on the school environment.	76.1	88.1 - 64.1
9. To assist students in recognizing cultural differences in adult authority as they may impact on the school environment.	71.6	83.6 - 59.6
10. To assist students in recognizing that cultural differences are differences which school curricula can accommodate in non-stressful terms.	70.2	82.2 - 58.2

Goals 1-6 are the best received goals of the ten listed. A multicultural education program which rested on these goals would most likely be well received by at least 75 percent of all middle school teachers. Use of the remaining four goals would require greater persuasion efforts because fewer teachers report them to be necessary goals and there is the possibility that no more than 50 to 60 percent of all middle school teachers would accept them.

Factor two also contributed to the definition of the attitudinal issue and in addition yielded data with regard to possible outcomes associated with a multicultural education program. Eight items dealt with this factor. A ninth item dealt with the process of including teachers in the development of multicultural education and a tenth item assessed the level of existence of an extreme attitudinal issue. The responding 82 teachers permit projecting to the population of 969 middle school teachers with 95 percent confidence $\pm$ 11 percent.

The table below presents the data relevant to Factor two: Perceptions of Effective Multicultural Education.

<u>Possible Outcome</u>	<u>% Sample Agreement</u>	<u>% of Projected Population Agreement</u>
1. Everyone should be aware of differences and similarities in ethnic cultures.	97.5	100 - 86.5
2. Everyone should learn to accept the right of ethnic groups to be different.	93.9	100 - 82.5
3. Students should see their ethnicity represented in their school curriculum.	84.2	95.2 - 73.2
4. Multicultural education improves the human condition.	84.2	95.2 - 73.2
5. Multicultural education improves the survival of mankind.	75.6	86.6 - 64.6
6. Students should understand the meaning of "race", "culture", and "ethnicity".	98.8	100 - 89.8

7. Everyone should be made aware of the diverse nature of society.	96.4	100 - 85.4
8. Individuals should have the opportunity to develop their own ethnicity.	91.4	100 - 80.4

Teacher Involvement

9. Teachers involved in multicultural education should be given the opportunity to examine proposed instructional goals prior to program implementation.	86.6	97.6 - 75.6
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Extreme Attitude Assessment

10. The melting pot theory historically ascribed to American society is a myth.	54.4	65.4 - 43.4
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With exception of the most extremely stated outcome, "multicultural education improves the survival of mankind", there is a solid belief among middle school teachers in the potential effectiveness of multicultural education. In most cases there is 90 percent plus agreement to the stated outcomes. Teacher involvement is wanted and there is a larger percentage of agreement to the extreme attitude question than expected by this department.

Fully one-half the respondents agree the melting pot concept is a myth. This bias might be an indicator of the overall bias of the responding population. If such is the case, multicultural education may be being viewed by middle school teachers as a very needed societal ingredient. A replacement process as it were.

Factor three provides estimates of middle school teacher perceptions of the relative importance of those concepts which are usually considered by multicultural education program developers. An analysis of the 63 teachers who responded to this survey questionnaire are sufficient to permit us to predict similar results for all 969 middle school teachers with 95 percent confidence $\pm$ 12 percent.

Factor three: Perceptions of Effects of Multicultural Curriculum Development Consideration.

<u>Program Development Consideration</u>	<u>% Sample Agreement</u>	<u>% of Projected Population Agreement</u>
1. Pluralism, as it exists in society.	74.6	86.6 - 62.6
2. Understanding of diversity in our society.	95.2	100 - 83.2
3. Appreciation of diversity in our society.	96.8	100 - 84.8
4. Interaction between and among various ethnic groups.	84.2	96.2 - 72.2
5. A balanced representation of ethnic groups.	66.7	78.7 - 54.7
6. An examination of real problems through real people.	77.7	89.7 - 65.7
7. Experiences that promote positive attitudes	92.0	100 - 80.0
8. Integrating ethnic studies into the regular curriculum.	71.5	83.5- 59.5
9. Cultural background of all students.	82.6	94.6- 70.6
10. Acceptance of the ethnicity of all students.	90.5	100 - 78.5

There is variance in agreement on these items. Strongest emphasis is on understanding, appreciating, and accepting diversity through the use of experiences that promote positive attitudes. Instruction between/among groups of many cultures is also emphasized. But considerations of balanced inclusion of all groups, the study of real problems through real people, and the study of pluralism are not as strongly emphasized. Only the integration of the multicultural education into the regular curriculum and balancing ethnic group representation in the curriculum received marginal support.

In summary, it would appear as if a multicultural education program experience would be genuinely accepted by middle school classroom teachers. The widest acceptance apparently would be achieved if middle school teachers were to be validly involved in developing a curriculum which consider the following issues:

- o Understanding of diversity in our society,
- o Appreciation of diversity in our society,
- o Experiences that promote positive attitudes,
- o Acceptance of the ethnicity of all students,
- o Interaction between and among various ethnic groups,
- o Cultural background of all students,

should incorporate the following goals:

- o To develop an awareness in students of the value of cultural diversity,
- o To help students identify their own culture,
- o To help students gain pride in their culture,
- o To assist students to interact successfully in a cross-cultural setting,
- o To assist students to respond positively to diversity of human behavior in a cross-cultural school enrollment,
- o To assist students to recognize similarities and differences between majority and minority cultures,

and could achieve the following outcomes:

- Everyone would be aware of differences and similarities in ethnic cultures,
- Everyone would learn to accept the right of ethnic groups to be different,
- Students would see their ethnicity represented in their school curriculum,
- Multicultural education would improve the human condition,
- Students would be made aware of the diverse nature of society,
- Individuals would have the opportunity to develop their own ethnic identity.

Multicultural Curriculum Evaluation

As part of this survey 483 middle school teachers were asked to rate the extent to which 42 multicultural curriculum elements were part of their school curriculum and to indicate the extent to which the element should be a part of the curriculum of their school. A total of 129 responses were received permitting a projection of results to the total population of 969 middle school teachers with 95 percent confidence $\pm$ 9 percent.

The following four pages contain the results of the analysis of teacher responses to the forty-two multicultural curriculum traits. Note that there are two sets of response percentages and two sets of percentage projections. The first set represents the percentage of respondents who indicated the trait in question was true of their school's multicultural education effort and the projection of that percentage to the entire middle school teacher population. The second set of figures, columns three and four, represent the percentage of respondents who indicated that the curriculum trait should be part of their school's multicultural education effort and the subsequent projection.

There are some very salient findings in this field of data.

- o In every instance responding teachers indicated that the curriculum trait in question should be more present in their school than it presently is.
- o When asked about the present existence of the curriculum traits, only 11 such traits received a 50 percent or greater response rate and only one trait received a response rate of greater than 66.7 percent.
- o The trait receiving the two-thirds response rate was trait 30, "Our school curriculum includes the study of white and non-white groups", a fairly simplistic trait for a multicultural program.

MULTICULTURAL CURRICULUM TRAIT EVALUATION
MIDDLE SCHOOL TEACHERS
October, 1982

Curriculum Trait Evaluated	% of Sample Agreeing Trait is in Curriculum	% of Agreement Projected to Population	% of Sample Agreeing Trait Should be in Curriculum	% of Agreement Projected to Population
1. This school's library has a wide variety of materials on many ethnic groups.	59.4	68.4 - 50.4	100.0	100.0 - 91.0
2. Our ethnic group curricular content extends beyond celebration of special occasions and holidays.	45.1	54.1 - 36.1	83.9	92.9 - 74.9
3. Students in our school examine the cultural products, dance, drama, art, music, and architecture of a variety of ethnic groups.	38.7	47.7 - 29.7	90.3	99.3 - 81.3
4. Our school curriculum examines both the differences between ethnic groups and the differences within ethnic groups.	37.5	46.5 - 28.5	90.4	99.4 - 81.4
5. Our school curriculum helps students understand the experiences of different ethnic groups.	46.9	55.9 - 37.9	83.4	92.4 - 74.4
6. Our school curriculum helps students understand why various ethnic groups often perceive the same historical event differently.	28.1	37.1 - 19.1	87.2	96.2 - 78.2
7. Our school curriculum provides students with field-trip opportunities to various local ethnic communities.	9.4	18.4 - 0.4	71.0	80.0 - 62.0
8. Our school curriculum provides students with adequate opportunity to see and/or hear artistic expressions from local ethnic communities.	31.3	40.3 - 22.3	90.0	99.0 - 81.0

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Curriculum Trait Evaluated	% of Sample Agreeing Trait is in Curriculum	% of Agreement Projected to Population	% of Sample Agreeing Trait Should be in Curriculum	% of Agreement Projected to Population
9. Our school curriculum helps students understand how ethnicity influences communication.	25.0	34.0 - 16.0	90.0	99.0 - 81.0
10. Our school curriculum includes both positive and negative aspects of ethnic group experiences.	31.2	40.2 - 22.2	79.3	88.3 - 70.3
11. Our school curriculum helps students develop methods of thinking positively about issues which involve ethnic groups.	34.4	43.4 - 25.4	83.3	92.3 - 74.3
12. Our school conducts an on-going evaluation of the instructional methods and materials used in teaching about ethnic groups.	21.9	30.9 - 12.9	74.2	83.2 - 65.2
13. Our school curriculum incorporates the study of ethnicity into instructional planning rather than using it as a supplement.	34.4	43.4 - 25.4	77.4	86.4 - 68.4
14. Instructional materials in my courses treat ethnic differences objectively.	50.0	59.0 - 41.0	83.9	92.9 - 74.9
15. Our school curriculum includes the study of several ethnic groups.	46.9	55.9 - 37.9	85.7	94.7 - 76.7
16. Our school curriculum affords students ample opportunity to read and hear the literature of many ethnic groups.	51.0	60.0 - 42.0	79.8	88.8 - 70.8
17. Our school curriculum includes the study of cultural patterns of different ethnic groups.	51.1	60.1 - 42.1	79.6	88.6 - 70.6
18. Our school curriculum focuses primarily on the study of similarities and differences among ethnic groups.	32.7	41.7 - 23.7	61.2	70.2 - 52.2

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<u>Curriculum Trait Evaluated</u>	<u>% of Sample Agreeing Trait is in Curriculum</u>	<u>% of Agreement Projected to Population</u>	<u>% of Sample Agreeing Trait Should be in Curriculum</u>	<u>% of Agreement Projected to Population</u>
19. Our school curriculum employs different examples of ethnic art to promote understanding of people from different ethnic groups.	22.5	31.5 - 13.5	71.5	80.5 - 62.5
20. Our school curriculum presents the languages employed by various groups as legitimate communication systems.	38.7	47.7 - 29.7	63.3	72.3 - 54.3
21. Our school curriculum allows students to study the diverse nature of each ethnic group.	30.6	39.6 - 21.6	75.5	84.5 - 66.5
22. Our school curriculum continually utilizes members of local ethnic communities as instructional resources.	22.5	31.5 - 13.5	73.4	82.4 - 64.4
23. Our school curriculum includes the study of ethnicity within the local community as it relates to the national scene.	8.1	17.1 - 0.0	69.6	78.6 - 60.6
24. Our school curriculum includes the study of societal problems which members of some ethnic groups experiences, i.e., racism, prejudice, discrimination.	38.7	47.7 - 29.7	79.6	88.6 - 70.6
25. Our school curriculum presents past and present societal events from the perspectives of different ethnic groups.	30.6	39.6 - 21.6	77.6	86.6 - 68.6
26. Our school curriculum helps students develop skills in clarifying their personal values.	57.1	66.1 - 48.1	83.6	92.6 - 74.6
27. Our school co-curricular activities are attractive to students from differing groups in our school enrollment.	63.3	72.3 - 54.3	89.8	98.8 - 80.8
28. Instructional materials in my courses treat ethnic differences realistically.	57.2	66.2 - 48.2	89.8	98.8 - 80.8

Curriculum Trait Evaluated	% of Sample Agreeing Trait is in Curriculum	% of Agreement Projected to Population	% of Sample Agreeing Trait Should be in Curriculum	% of Agreement Projected to Population
29. Our school curriculum employs different examples of ethnic literature to promote understanding of people from different ethnic groups.	60.6	69.6 - 51.6	89.6	98.6 - 80.6
30. Our school curriculum includes the study of white and non-white groups.	77.1	86.1 - 68.1	87.5	96.5 - 78.5
31. Our school curriculum examines the experiences of ethnic groups instead of focusing exclusively on "heroes".	43.7	52.7 - 34.7	79.2	88.2 - 70.2
32. Our school curriculum includes the study of ethnicity within the local community.	25.0	34.0 - 16.0	83.4	92.4 - 74.4
33. Our school curriculum includes the study of the historical experiences of ethnic groups.	56.3	65.3 - 47.3	83.3	92.3 - 74.3
34. Our school curriculum teaches students that the views ethnic groups have of past and present events are valid perceptions even though they may well differ from each other.	52.2	61.2 - 43.2	82.1	91.1 - 73.1
35. Our school curriculum includes the study of materials written about ethnic groups by members of those groups.	43.9	52.9 - 34.9	79.2	88.2 - 70.2
36. Our school curriculum includes the study of the social problems of different ethnic groups.	45.9	54.9 - 36.9	79.2	88.2 - 70.2
37. Our school curriculum provides opportunities for students to take actions on social problems affecting ethnic groups.	18.7	27.7 - 9.7	66.7	75.7 - 57.7
38. Our school curriculum presents members of all ethnic groups as active participants in society.	45.7	54.7 - 36.7	81.2	90.2 - 72.2
39. Our school curriculum presents ethnic group experiences as dynamic and changing.	33.3	42.3 - 24.3	77.1	86.1 - 68.1

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Curriculum Trait Evaluated	% of Sample Agreeing Trait is in Curriculum	% of Agreement Projected to Population	% of Sample Agreeing Trait Should be in Curriculum	% of Agreement Projected to Population
40. Our school curriculum helps students develop skills in relating their personal values to their understanding of ethnicity.	39.6	48.6 - 30.6	78.4	87.4 - 69.4
41. Instructional materials in my courses treat ethnic differences sensitively.	48.0	57.0 - 39.0	76.4	85.4 - 67.4
42. Our school assemblies reflect the ethnic differences in our student body.	45.9	54.9 - 36.9	85.5	94.5 - 76.5

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- o When asked which traits should be included in their school's multicultural education program, teachers responded positively in all 42 instances. The lowest response rate was 61.2 percent. A distribution of response rates and numbers of traits by rate interval follow,

<u>% of Respondents</u>	<u>No. of Traits Selected</u>	<u>Cumulative Frequencies</u>
90 - 100	5	5
80 - 89	16	21
70 - 79	17	38
60 - 69	4	42

- o Fifty percent of all traits were endorsed by at least 80 percent of the responding teachers and 90.4 percent of the traits were endorsed by at least 70 percent of the responding teachers.

It would appear that middle school teachers perceive a need for improvement in the multicultural education efforts in their schools. It also appears that this perception is strong in nature. The implication is almost transparent. If we are to have a multicultural education program in our middle schools, the teachers responding to this survey have given the school district a foundation of 21 curriculum traits which they feel should be a part of such an effort and would in all likelihood be accepted by middle school teachers.

Conclusion

This survey was designed to meet four objectives regarding multicultural education in district middle schools. Related as questions these objectives are:

- 1) What is the collective attitude of middle school teachers toward multicultural education?

Answer: Very positive - in excess of 90% of the respondents and in excess of a projected 96% of the total population are "favorably" or "very favorably" disposed toward such education.

- 2) What are the perceptions of middle school teachers of our current multicultural education efforts?

Answer: Using the 42 curriculum traits involved in the survey as a base, middle school teachers perceive our current efforts to be weak. Of the 42 traits cited only 11 are perceived to be part of the current effort by at least 50 percent of those teachers who responded and only one trait is perceived to be in existence by more than two-thirds of those responding.

- 3) What multicultural curriculum efforts should be more emphasized than they presently are?

Answer: Again based on the 42 curriculum traits included in the survey, all of them. Responding teachers endorsed 38 of the 42 traits evaluated at least at a 70% rate and 21 of the listed traits were endorsed by at least 80% of the respondents.

- 4) What is the general disposition of middle school teachers toward multicultural education?

Answer: They are more than ready to accommodate efforts in this regard as long as they are meaningfully involved in the developmental process. They have a positive attitude toward the process, have definite goals and outcomes in mind, and endorse a wide range of curricular activities as means for achieving their selected ends.

APPENDIX A

WITH "1" BEING HIGHEST AND "5" BEING LOWEST: TO WHAT EXTENT IS EACH STATEMENT BELOW (A) TRUE FOR YOUR SCHOOL RIGHT NOW, AND (B) TO WHAT EXTENT SHOULD IT BE TRUE FOR YOUR SCHOOL.

	TRUE OF YOUR SCHOOL NOW					HOW TRUE SHOULD THIS BE FOR YOUR SCHOOL				
	Most True				Least True	Very True				Least True
1. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF SEVERAL ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
2. OUR SCHOOL CURRICULUM AFFORDS STUDENTS AMPLE OPPORTUNITY TO READ AND HEAR THE LITERATURE OF MANY ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
3. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF CULTURAL PATTERNS OF DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
4. OUR SCHOOL CURRICULUM FOCUSES PRIMARILY ON THE STUDY OF SIMILARITIES AND DIFFERENCES AMONG ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
5. OUR SCHOOL CURRICULUM EMPLOYS DIFFERENT EXAMPLES OF ETHNIC ART TO PROMOTE UNDERSTANDING OF PEOPLE FROM DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
6. OUR SCHOOL CURRICULUM PRESENTS THE LANGUAGES EMPLOYED BY VARIOUS GROUPS AS LEGITIMATE COMMUNICATION SYSTEMS.	1	2	3	4	5	1	2	3	4	5
7. OUR SCHOOL CURRICULUM ALLOWS STUDENTS TO STUDY THE DIVERSE NATURE OF EACH ETHNIC GROUP.	1	2	3	4	5	1	2	3	4	5
8. OUR SCHOOL CURRICULUM CONTINUALLY UTILIZES MEMBERS OF LOCAL ETHNIC COMMUNITIES AS INSTRUCTIONAL RESOURCES.	1	2	3	4	5	1	2	3	4	5
9. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF ETHNICITY WITHIN THE LOCAL COMMUNITY AS IT RELATES TO THE NATIONAL SCENE.	1	2	3	4	5	1	2	3	4	5
10. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF SOCIETAL PROBLEMS WHICH MEMBERS OF SOME ETHNIC GROUP EXPERIENCES, I.E., RACISM PREJUDICE, DISCRIMINATION.	1	2	3	4	5	1	2	3	4	5
11. OUR SCHOOL CURRICULUM PRESENTS PAST AND PRESENT SOCIETAL EVENTS FROM THE PERSPECTIVES OF DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
12. OUR SCHOOL CURRICULUM HELPS STUDENTS DEVELOP SKILLS IN CLARIFYING THEIR PERSONAL VALUES.	1	2	3	4	5	1	2	3	4	5
13. OUR SCHOOL CO-CURRICULAR ACTIVITIES ARE ATTRACTIVE TO STUDENTS FROM DIFFERING GROUPS IN OUR SCHOOL ENROLLMENT.	1	2	3	4	5	1	2	3	4	5
14. INSTRUCTIONAL MATERIALS IN MY COURSES TREAT ETHNIC DIFFERENCES REALISTICALLY.	1	2	3	4	5	1	2	3	4	5

WITH "1" BEING HIGHEST AND "5" BEING LOWEST: TO WHAT EXTENT IS EACH STATEMENT BELOW (A) TRUE FOR YOUR SCHOOL RIGHT NOW, AND (B) TO WHAT EXTENT SHOULD IT BE TRUE FOR YOUR SCHOOL.

	TRUE OF YOUR SCHOOL NOW					HOW TRUE SHOULD THIS BE FOR YOUR SCHOOL				
	Most True					Very True				
1. THIS SCHOOL'S LIBRARY HAS A WIDE VARIETY OF MATERIALS ON MANY ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
2. OUR ETHNIC GROUP CURRICULAR CONTENT EXTENDS BEYOND CELEBRATION OF SPECIAL OCCASIONS AND HOLIDAYS.	1	2	3	4	5	1	2	3	4	5
3. STUDENTS IN OUR SCHOOL EXAMINE THE CULTURAL PRODUCTS, DANCE, DRAMA, ART, MUSIC, AND ARCHITECTURE OF A VARIETY OF ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
4. OUR SCHOOL CURRICULUM EXAMINES BOTH THE DIFFERENCES BETWEEN ETHNIC GROUPS AND THE DIFFERENCES WITHIN ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
5. OUR SCHOOL CURRICULUM HELPS STUDENTS UNDERSTAND THE EXPERIENCES OF DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
6. OUR SCHOOL CURRICULUM HELPS STUDENTS UNDERSTAND WHY VARIOUS ETHNIC GROUPS OFTEN PERCEIVE THE SAME HISTORICAL EVENT DIFFERENTLY.	1	2	3	4	5	1	2	3	4	5
7. OUR SCHOOL CURRICULUM PROVIDES STUDENTS WITH FIELD-TRIP OPPORTUNITIES TO VARIOUS LOCAL ETHNIC COMMUNITIES.	1	2	3	4	5	1	2	3	4	5
8. OUR SCHOOL CURRICULUM PROVIDES STUDENTS WITH ADEQUATE OPPORTUNITY TO SEE AND/OR HEAR ARTISTIC EXPRESSIONS FROM LOCAL ETHNIC COMMUNITIES.	1	2	3	4	5	1	2	3	4	5
9. OUR SCHOOL CURRICULUM HELPS STUDENTS UNDERSTAND HOW ETHNICITY INFLUENCES COMMUNICATION.	1	2	3	4	5	1	2	3	4	5
10. OUR SCHOOL CURRICULUM INCLUDES BOTH POSITIVE AND NEGATIVE ASPECTS OF ETHNIC GROUP EXPERIENCES.	1	2	3	4	5	1	2	3	4	5
11. OUR SCHOOL CURRICULUM HELPS STUDENTS DEVELOP METHODS OF THINKING POSITIVELY ABOUT ISSUES WHICH INVOLVE ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
12. OUR SCHOOL CONDUCTS AN ON-GOING EVALUATION OF THE INSTRUCTIONAL METHODS AND MATERIALS USED IN TEACHING ABOUT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
13. OUR SCHOOL CURRICULUM INCORPORATES THE STUDY OF ETHNICITY INTO INSTRUCTIONAL PLANNING RATHER THAN USING IT AS A SUPPLEMENT.	1	2	3	4	5	1	2	3	4	5
14. INSTRUCTIONAL MATERIALS IN MY COURSES TREAT ETHNIC DIFFERENCES OBJECTIVELY.	1	2	3	4	5	1	2	3	4	5

WITH "1" BEING HIGHEST AND "5" BEING LOWEST: TO WHAT EXTENT IS EACH STATEMENT BELOW (A) TRUE FOR YOUR SCHOOL RIGHT NOW, AND (B) TO WHAT EXTENT SHOULD IT BE TRUE FOR YOUR SCHOOL.

	TRUE OF YOUR SCHOOL NOW					HOW TRUE SHOULD THIS BE FOR YOUR SCHOOL				
	Most True				Least True	Very True				Least True
1. OUR SCHOOL CURRICULUM EMPLOYS DIFFERENT EXAMPLES OF ETHNIC LITERATURE TO PROMOTE UNDERSTANDING OF PEOPLE FROM DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
2. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF WHITE AND NON-WHITE GROUPS.	1	2	3	4	5	1	2	3	4	5
3. OUR SCHOOL CURRICULUM EXAMINES THE EXPERIENCES OF ETHNIC GROUPS INSTEAD OF FOCUSING EXCLUSIVELY ON "HEROES".	1	2	3	4	5	1	2	3	4	5
4. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF ETHNICITY WITHIN THE LOCAL COMMUNITY.	1	2	3	4	5	1	2	3	4	5
5. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF THE HISTORICAL EXPERIENCES OF ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
6. OUR SCHOOL CURRICULUM TEACHES STUDENTS THAT THE VIEWS ETHNIC GROUPS HAVE OF PAST AND PRESENT EVENTS ARE VALID PERCEPTIONS EVEN THOUGH THEY MAY WELL DIFFER FROM EACH OTHER.	1	2	3	4	5	1	2	3	4	5
7. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF MATERIALS WRITTEN ABOUT ETHNIC GROUPS BY MEMBERS OF THOSE GROUPS.	1	2	3	4	5	1	2	3	4	5
8. OUR SCHOOL CURRICULUM INCLUDES THE STUDY OF THE SOCIAL PROBLEMS OF DIFFERENT ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
9. OUR SCHOOL CURRICULUM PROVIDES OPPORTUNITIES FOR STUDENTS TO TAKE ACTIONS ON SOCIAL PROBLEMS AFFECTING ETHNIC GROUPS.	1	2	3	4	5	1	2	3	4	5
10. OUR SCHOOL CURRICULUM PRESENTS MEMBERS OF ALL ETHNIC GROUPS AS ACTIVE PARTICIPANTS IN SOCIETY.	1	2	3	4	5	1	2	3	4	5
11. OUR SCHOOL CURRICULUM PRESENTS ETHNIC GROUP EXPERIENCES AS DYNAMIC AND CHANGING.	1	2	3	4	5	1	2	3	4	5
12. OUR SCHOOL CURRICULUM HELPS STUDENTS DEVELOP SKILLS IN RELATING THEIR PERSONAL VALUES TO THEIR UNDERSTANDING OF ETHNICITY.	1	2	3	4	5	1	2	3	4	5
13. INSTRUCTIONAL MATERIALS IN MY COURSES TREAT ETHNIC DIFFERENCES SENSITIVELY.	1	2	3	4	5	1	2	3	4	5
14. OUR SCHOOL ASSEMBLIES REFLECT THE ETHNIC DIFFERENCES IN OUR STUDENT BODY.	1	2	3	4	5	1	2	3	4	5

TO WHAT EXTENT DO YOU AGREE THAT THE FOLLOWING STATEMENTS ARE VALID GOALS FOR A MULTICULTURAL CURRICULUM?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. TO DEVELOP AN AWARENESS IN STUDENTS OF THE VALUE OF CULTURAL DIVERSITY.	1	2	3	4	5
2. TO HELP STUDENTS IDENTIFY THEIR OWN CULTURE.	1	2	3	4	5
3. TO HELP STUDENTS GAIN PRIDE IN THEIR CULTURE.	1	2	3	4	5
4. TO ASSIST STUDENTS TO INTERACT SUCCESSFULLY IN A CROSS-CULTURAL SETTING.	1	2	3	4	5
5. TO ASSIST STUDENTS TO RESPOND POSITIVELY TO DIVERSITY OF HUMAN BEHAVIOR IN A CROSS-CULTURAL SCHOOL ENROLLMENT.	1	2	3	4	5
6. TO ASSIST STUDENTS TO RECOGNIZE SIMILARITIES AND DIFFERENCES BETWEEN MAJORITY AND MINORITY CULTURES.	1	2	3	4	5
7. TO TEACH STUDENTS TO ACCEPT THE HOME LANGUAGE OF ANY STUDENT AS A VALID SYSTEM OF COMMUNICATION.	1	2	3	4	5
8. TO ASSIST STUDENTS IN ACCEPTING CULTURAL DIFFERENCES IN FAMILY STRUCTURE AS THEY MAY IMPACT ON THE SCHOOL ENVIRONMENT.	1	2	3	4	5
9. TO ASSIST STUDENTS IN RECOGNIZING CULTURAL DIFFERENCES IN ADULT AUTHORITY AS THEY MAY IMPACT ON THE SCHOOL ENVIRONMENT.	1	2	3	4	5
10. TO ASSIST STUDENTS IN RECOGNIZING THAT CULTURAL DIFFERENCES ARE DIFFERENCES WHICH SCHOOL CURRICULA CAN ACCOMMODATE IN NON-STRESSFUL TERMS.	1	2	3	4	5

TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING:		<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1.	EVERYONE SHOULD BE AWARE OF DIFFERENCES AND SIMILARITIES IN ETHNIC CULTURES.	1	2	3	4	5
2.	EVERYONE SHOULD LEARN TO ACCEPT THE RIGHT OF ETHNIC GROUPS TO BE DIFFERENT.	1	2	3	4	5
3.	STUDENTS SHOULD SEE THEIR ETHNICITY REPRESENTED IN THEIR SCHOOL CURRICULUM.	1	2	3	4	5
4.	MULTICULTURAL EDUCATION IMPROVES THE HUMAN CONDITION.	1	2	3	4	5
5.	MULTICULTURAL EDUCATION IMPROVES THE SURVIVAL OF MANKIND.	1	2	3	4	5
6.	STUDENTS SHOULD UNDERSTAND THE MEANING OF "RACE", "CULTURE", AND "ETHNICITY".	1	2	3	4	5
7.	EVERYONE SHOULD BE MADE AWARE OF THE DIVERSE NATURE OF SOCIETY.	1	2	3	4	5
8.	INDIVIDUALS SHOULD HAVE THE OPPORTUNITY TO DEVELOP THEIR OWN ETHNIC IDENTITY.	1	2	3	4	5
9.	EVERYONE INVOLVED IN MULTICULTURAL EDUCATION SHOULD BE GIVEN THE OPPORTUNITY TO EXAMINE PROPOSED INSTRUCTIONAL GOALS PRIOR TO PROGRAM IMPLEMENTATION.	1	2	3	4	5
10.	THE MELTING POT THEORY HISTORICALLY ASCRIBED TO AMERICAN SOCIETY IS A MYTH.	1	2	3	4	5

TO WHAT EXTENT SHOULD A MULTICULTURAL EDUCATION PROGRAM CONSIDER THE FOLLOWING:		<u>Greatly Consider</u>	<u>Moderately Consider</u>	<u>No Opinion</u>	<u>Slightly Consider</u>	<u>No Consideration</u>
1.	PLURALISM, AS IT EXISTS IN SOCIETY.	1	2	3	4	5
2.	UNDERSTANDING OF DIVERSITY IN OUR SOCIETY.	1	2	3	4	5
3.	APPRECIATION OF DIVERSITY IN OUR SOCIETY.	1	2	3	5	5
4.	INTERACTION BETWEEN AND AMONG VARIOUS ETHNIC GROUPS.	1	2	3	4	5
5.	A BALANCED REPRESENTATION OF ETHNIC GROUPS.	1	2	3	4	5
6.	AN EXAMINATION OF REAL PROBLEMS THROUGH REAL PEOPLE.	1	2	3	4	5
7.	EXPERIENCES THAT PROMOTE POSITIVE ATTITUDES.	1	2	3	4	5
8.	INTEGRATING ETHNIC STUDIES INTO THE REGULAR CURRICULUM.	1	2	3	4	5
9.	CULTURAL BACKGROUND OF ALL STUDENTS.	1	2	3	4	5
10.	ACCEPTANCE OF THE ETHNICITY OF ALL STUDENTS.	1	2	3	4	5

ATTACHMENT C

A Four-Year Comparison of
Student Opinion Survey Results

STUDENT OPINION SURVEY FOUR-YEAR COMPARISONS

This year's survey is the fourth such survey administered to students in grades six through twelve since desegregation began in September, 1979.

Although the questionnaire provides multiple response choices - "strongly agree", "agree", "undecided", "disagree", and "strongly disagree" - the analysis format collapses responses to "agree", "undecided", and "disagree" to identify gross positive and negative attitudes. For the sake of brevity and to facilitate a "quick look" at longitudinal trends, this first report includes only the percent of agreement. Thus, the attached tables contain a four-year comparison of the percent of student agreement for each survey question.

HIGH SCHOOL RESULTS

A total of 11,459 high school students completed the 1983 survey. A brief summary of the most salient findings for the high school level is contained below.

1. Student Activities Programs

Since the first year of desegregation, student responses indicate that an increasing number of high school students are interested in and satisfied with co-curricular school activities.

- 61.9% reported that most students at their school are interested in school activities. This is an increase of 3.9 percentage points since 1982 and an overall increase of 14.3 percentage points since the beginning of desegregation.
- 58.8% of the high school students stated that most activities are held at a time when they could participate. This is an increase of 2.3 percentage points since last year and an overall increase of 7.3 percentage points since 1980.

- 59.2% of the students are satisfied with the activities program at their school. This is an all-time high and an increase from 50.9% in 1980.
- This year 56.3% reported that they have participated in two or more student activities. Although this is a decline of nine-tenths of a percentage point from last year, it nevertheless is an increase of 6 percentage points since 1980.
- More students than ever report attending school activities. This year 30.9% reported they had attended all or most of their school's activities. This is an increase from 27.6% in 1980.

2. School Spirit

- 50.6% of the high school students reported that they are satisfied with their school. This is an all-time high and represents an increase from 42.9% during the first year of desegregation.
- 42.9% rated the school spirit at their school as "very good" or "good." Although this is down 1.5 percentage points from last year, it still represents an increase of 10.8 percentage points since 1980.
- 57.4% of the students stated that they like their school. This is an all-time high and represents an increase from 51.9% in 1980.

3. Desegregation

- 44.7% reported that students at their school are not overly concerned about the race of other students. This is an increase from 36.1% in 1981.
- 69.2% of the students stated that going to school with students from other races does not affect their learning. This is an increase from 65.9% in 1981.
- 24.9% reported that racial tension does not exist in their school. This is an increase from 17.3% in 1981. Of more import is the converse of this question. In 1981, 56.5% of the students felt that racial tension did exist at their school. This year 45.1% feel this way. Thus, while a significant number of students still feel that racial tension exists, that number has decreased by over eleven percentage points since 1981.

MIDDLE SCHOOL RESULTS

A total of 13,057 middle school students completed the 1983 survey. During the 1979-80 school year Columbus was organized around a junior high school concept. Thus the results for 1980 reflect junior high school student attitudes while the results for 1981, 1982, and 1983 reflect middle school student attitudes.

A brief summary of the most salient findings for the middle school level follow below.

1. Student Activities Programs

- 77.5% of the students reported that most students at their school are interested in school activities. This is an increase of 4.7 percentage points since 1982.
- 68.7% stated that most activities are held at a time when they could participate. This is an increase of 3.5 percentage points since last year and an increase of 7.9 percentage points since 1980 when middle schools began in Columbus. Under the junior high concept 52.8 percent felt that activities were held when they could participate.
- 52.9% of the students are satisfied with the activities program at their school. This is an all-time high and an increase from 46.4% in 1980.
- This year 79.6% of the middle school students reported that they have participated in two or more student activities. Although this is an increase of only two-tenths of a percentage point, it is an all-time high and an increase from 44.8% under the junior high concept.
- 49.4% of the students reported that they have attended all or most of their school's activities. This is an increase of 3.1 percentage points since last year and an increase from 24.2% in 1980.

2. School Spirit

- 43.1% of the middle school students reported that they are satisfied with their school. This is an all-time high and an increase from 35.5% registered during the first year of desegregation.

- 36.6% rated the school spirit at their school as "very good" or "good". This is an increase of 3.4 percentage points over last year and an all-time high.
- 46.0% of the middle school students stated that they like their school. This is a record high and represents an increase from 40.0% during the first year of desegregation.

3. Desegregation

- 50.7% of the students in middle schools reported that students at their school are not overly concerned about the race of other students. This is an increase from 43.1 percent in 1981 and a record high.
- 73.7% of the students stated that going to school with students from other races does not affect their learning. This is an increase from 68.6% recorded in 1981.
- 29.4% reported that racial tension does not exist in their school. This is an increase from 24.7% in 1981. In 1981, almost forty percent of the students indicated that racial tension did exist in their school. This year less than one-third (32.7%) feel that racial tension still exists at their school. This is a decrease of 6.7 percentage points since 1981.

In summary, results of the 1983 Student Opinion Survey have demonstrated that student attitudes toward their schools and their school programs are decidedly positive. Moreover, there have been dramatic gains since the beginning of desegregation in September 1979. The most critical question on the 1983 survey concerned whether desegregation affects a student's learning. In response, over 17,300 students (70.6%) stated that going to school with students from different races did not affect their learning.

Finally, it is important to remember that this survey is not based on a small random sample of students. Every student in grades six through twelve had the opportunity to complete the survey. These results are notably valid and thus give an accurate portrayal of the opinions of Columbus Public School students in grades six through twelve.

1980 N = 10,322
 1981 N = 12,426
 1982 N = 11,776
 1983 N = 11,459

STUDENT SURVEY RESULTS
 FOUR-YEAR COMPARISONS

1. Most of my classes are challenging.
2. I try to do my best in most of my classes.
3. I am satisfied with the courses I am taking.
4. Good grades are easy to get in my school.
5. I learn best from a teacher who pushes me to do my best.
6. This year it seems more difficult to earn good grades.
7. More homework is required this year than before.
8. My teachers grade me fairly.
9. I usually understand why I receive the grades I get.
10. My homework assignments are too difficult.
11. Students at my school are not overly concerned about the race of other students.

HIGH SCHOOL LEVEL

% Agreement

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
54.3	55.9	57.7	59.5
75.7	75.0	75.0	76.4
62.0	62.0	61.6	63.5
--	28.0	28.2	28.7
63.4	62.0	64.3	67.5
47.9	48.5	47.3	49.0
40.3	47.4	46.3	49.5
57.0	58.0	57.0	56.2
68.3	67.5	65.1	64.9
13.5	11.3	12.5	12.7
--	36.1	41.3	44.7

12. The standards set by most of my teachers are too high.
13. I usually get the grades I deserve in class.
14. I think I am getting a good education at my school.
15. Students at my school don't seem to care about anything.
16. Most students at my school are interested in participating in school activities.
17. Most activities are held at a time when I can participate.
18. I am satisfied with the activities program at my school.
19. Most students in my school follow the school rules.
20. I think the rules at my school are fair.
21. In general, students at my school receive equal treatment.
22. The rules and regulations at my school are understood by most students.
23. Student behavior in my school needs to be improved.
24. My teachers give me individual help when I ask for it.

HIGH SCHOOL LEVEL

% Agreement

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
21.4	22.0	21.2	21.1
64.6	62.9	62.5	62.7
56.2	52.5	53.1	55.5
41.3	34.5	33.9	33.7
47.6	52.5	58.0	61.9
51.5	55.0	56.5	58.8
50.9	56.1	57.5	59.2
22.1	20.8	23.2	24.9
--	43.5	42.4	43.9
--	34.6	36.5	38.7
63.4	61.0	59.8	61.1
57.9	62.4	60.5	61.2
63.5	64.0	62.5	63.3

25. I can get a conference with a teacher when I need one.
26. Racial tension does not exist in my school.
27. School rules are enforced fairly at my school.
28. Going to school with students from other races and ethnic groups does not affect my learning.
29. My teachers treat me fairly.
30. New students feel welcome in our school.
31. Most of the time I feel that I belong in this school.
32. Most students at my school respect their fellow students.
33. Most teachers at my school respect the students.
34. Most students at my school respect the teachers.
35. I like my school.
36. Contributions of members of my race are found in courses I take.
37. Counseling services at my school are adequate.
38. Materials in my classes support dignity of all races.

HIGH SCHOOL LEVEL

% Agreement

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
50.5	49.5	49.1	50.8
--	17.3	21.1	24.9
34.8	40.2	39.2	43.1
--	65.9	66.7	69.2
64.6	63.1	61.9	62.1
41.7	40.9	42.9	44.7
52.3	55.6	56.7	56.9
35.1	34.1	35.2	36.1
40.5	43.4	44.4	45.1
25.4	24.4	25.9	26.1
51.9	54.8	56.5	57.4
34.5	41.6	43.2	42.6
--	54.8	54.7	56.6
--	46.4	47.4	50.2

39. How many student activities have you participated in? Four or more
Three
Two
One
None
40. How many school activities have you attended this year? All
Most
Almost Half
Few
None
41. How satisfied are you with your school? Very Satisfied
Satisfied
Neither Satisfied or Dissatisfied
Dissatisfied
Very Dissatisfied
42. How do you rate school spirit at your school? Very Good
Good
Average
Poor
Very Poor

HIGH SCHOOL LEVEL

% Agreement

1980	1981	1982	1983
20.8	23.8	23.5	23.4
12.3	12.7	14.4	14.2
17.2	17.4	19.3	18.7
15.9	16.8	16.2	15.6
33.8	29.4	26.6	28.1
3.6	3.8	4.6	4.5
24.0	24.5	25.9	26.4
20.1	22.8	23.6	22.6
30.5	30.8	29.4	29.3
21.7	18.1	16.4	17.2
7.6	9.4	11.5	11.0
35.3	37.3	38.4	39.6
29.6	30.6	29.4	28.8
15.0	12.7	11.2	11.2
12.5	10.0	9.5	9.4
10.4	12.8	17.2	16.6
21.7	23.9	27.2	26.3
34.9	35.7	32.7	33.6
20.5	17.4	14.8	14.5
12.4	10.1	8.1	9.0

1980 N - 12,603
 1981 N - 12,478
 1982 N - 12,410
 1983 N - 13,057

STUDENT SURVEY RESULTS
 FOUR-YEAR COMPARISONS

1. Most of my classes are challenging.
2. I try to do my best in most of my classes.
3. I am satisfied with the courses I am taking.
4. Good grades are easy to get in my school.
5. I learn best from a teacher who pushes me to do my best.
6. This year it seems more difficult to earn good grades.
7. More homework is required this year than before.
8. My teachers grade me fairly.
9. I usually understand why I receive the grades I get.
10. My homework assignments are too difficult.
11. Students at my school are not overly concerned about the race of other students.

JR. HIGH/MIDDLE SCHOOL LEVEL

% Agreement

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
54.4	54.7	58.1	61.5
81.7	84.1	83.7	85.0
59.5	47.7	47.9	49.3
--	24.4	24.8	25.3
58.6	58.2	58.4	63.4
55.5	55.3	54.3	57.5
56.7	59.3	60.4	61.2
58.1	59.7	60.2	60.9
66.0	64.8	64.0	65.3
21.6	16.0	15.6	16.4
--	43.1	47.4	50.7

12. The standards set by most of my teachers are too high.
13. I usually get the grades I deserve in class.
14. I think I am getting a good education at my school.
15. Students at my school don't seem to care about anything.
16. Most students at my school are interested in participating in school activities.
17. Most activities are held at a time when I can participate.
18. I am satisfied with the activities program at my school.
19. Most students in my school follow the school rules.
20. I think the rules at my school are fair.
21. In general, students at my school receive equal treatment.
22. The rules and regulations at my school are understood by most students.
23. Student behavior in my school needs to be improved.
24. My teachers give me individual help when I ask for it.

JR. HIGH/MIDDLE SCHOOL LEVEL

% Agreement

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
25.7	27.8	27.4	26.1
64.8	64.8	63.9	65.1
54.5	55.5	56.4	60.0
45.1	37.5	35.4	33.8
61.6	71.2	72.8	77.5
52.8	60.8	65.2	68.7
49.6	46.4	50.4	52.9
18.6	19.7	20.8	24.4
--	42.4	40.9	44.1
--	37.2	39.1	41.7
56.8	52.9	53.6	57.1
64.1	67.3	65.3	65.3
58.2	57.9	58.1	60.4

25. I can get a conference with a teacher when I need one.
26. Racial tension does not exist in my school.
27. School rules are enforced fairly at my school.
28. Going to school with students from other races and ethnic groups does not affect my learning.
29. My teachers treat me fairly.
30. New students feel welcome in our school.
31. Most of the time I feel that I belong in this school.
32. Most students at my school respect their fellow students.
33. Most teachers at my school respect the students.
34. Most students at my school respect the teachers.
35. I like my school.
36. Contributions of members of my race are found in courses I take.
37. Counseling services at my school are adequate.
38. Materials in my classes support dignity of all races.

JR. HIGH/MIDDLE SCHOOL LEVEL

<u>% Agreement</u>			
<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
42.7	41.9	42.3	45.1
--	24.7	26.8	29.4
39.9	44.6	45.0	48.5
--	68.6	70.5	73.7
58.1	54.8	55.0	57.2
39.7	43.0	43.8	47.3
44.4	45.7	46.9	50.7
26.4	29.1	30.9	33.0
42.3	47.0	48.3	51.7
22.3	24.5	25.7	28.0
40.0	41.6	42.9	46.0
33.3	37.8	39.0	41.1
--	42.2	43.8	45.5
--	46.6	50.3	53.3

JR. HIGH/MIDDLE SCHOOL LEVEL

		<u>% Agreement</u>			
		<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
39. How many student activities have you participated in?	Four or more	16.4	41.1	47.6	48.3
	Three	11.5	17.5	16.5	16.6
	Two	16.9	16.8	15.3	14.7
	One	17.5	12.1	10.2	9.8
	None	37.6	12.6	10.4	10.7
40. How many school activities have you attended this year?	All	5.6	14.1	15.4	18.2
	Most	18.6	27.2	30.9	31.2
	Almost Half	15.8	18.7	18.7	18.2
	Few	31.6	27.0	24.7	22.7
	None	28.4	13.0	10.3	9.7
41. How satisfied are you with your school?	Very Satisfied	7.0	10.0	10.3	11.0
	Satisfied	28.5	28.3	29.7	32.1
	Neither Satisfied or	31.3	31.0	31.0	31.0
	Dissatisfied	15.4	13.1	13.4	11.8
	Very Dissatisfied	17.9	17.6	15.6	14.2
42. How do you rate school spirit at your school?	Very Good	11.9	11.5	12.1	13.9
	Good	21.4	20.3	21.1	22.7
	Average	39.1	39.8	39.3	38.7
	Poor	15.5	15.4	14.6	13.0
	Very Poor	12.1	13.1	12.9	11.7

1980 N = 9,806 W = 6,060
B = 3,165

1981 N = 12,426 W = 6,900
B = 3,860

1982 N = 11,776 W = 6,369
B = 3,748

1983 N = 11,459 W = 5,877
B = 3,862

STUDENT OPINION SURVEY
FOUR-YEAR COMPARISONS
HIGH SCHOOL LEVEL

1. Most of my classes are challenging.
2. I try to do my best in most of my classes.
3. I am satisfied with the courses I am taking.
4. Good grades are easy to get in my school.
5. I learn best from a teacher who pushes me to do my best.
6. This year it seems more difficult to earn good grades.
7. More homework is required this year than before.
8. My teachers grade me fairly.
9. I usually understand why I receive the grades I get.
10. My homework assignments are too difficult.
11. Students at my school are not overly concerned about race of others.
12. Standards set by most of my teachers are too high.

% Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
53.3	58.7	55.3	58.3	58.2	59.3	60.1	61.4
75.5	77.8	74.5	77.9	75.0	78.7	76.4	78.9
63.2	62.8	63.5	62.8	62.3	63.9	64.2	66.0
--	--	30.7	23.1	31.3	23.6	30.6	25.6
60.4	69.8	59.2	68.7	62.0	70.8	65.5	73.0
46.4	51.3	48.1	50.4	47.6	47.2	49.4	49.7
38.2	44.6	46.4	51.0	45.1	48.7	49.6	49.9
60.2	54.5	60.7	55.8	60.0	56.7	58.1	57.8
72.1	65.0	70.9	65.1	68.8	63.6	67.6	64.6
11.1	16.7	10.6	10.7	11.3	11.3	11.7	11.2
--	--	32.4	43.4	36.9	50.1	40.6	53.0
19.7	23.3	20.1	23.6	19.6	22.1	19.1	21.5

13. I usually get the grades I deserve in class.
14. I think I am getting a good education at my school.
15. Students at my school don't seem to care about anything.
16. Most students at my school are interested in participating in school activities.
17. Most activities are held at a time when I can participate.
18. I am satisfied with the activities program at my school.
19. Most students in my school follow school rules.
20. I think the rules at my school are fair.
21. In general, students at my school receive equal treatment.
22. Rules and regulations at my school are understood by most students.
23. Student behavior in my school needs to be improved.
24. My teachers give me individual help when I ask for it.

High School 2 Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
68.9	60.5	67.4	59.2	67.1	60.2	66.6	61.5
57.7	57.3	52.5	55.5	53.1	57.1	55.1	59.3
44.3	36.3	36.6	29.6	35.6	30.4	34.7	31.1
42.9	57.3	47.8	62.8	53.8	67.9	58.4	69.9
53.7	50.6	55.8	56.9	57.3	60.2	60.0	61.7
51.9	51.7	57.4	57.2	58.1	61.5	59.9	62.2
21.2	23.4	20.7	21.1	22.4	24.5	24.4	25.0
--	--	46.1	41.0	45.6	39.4	47.4	41.4
--	--	35.7	33.2	38.4	35.4	40.8	37.7
66.3	61.7	62.8	60.1	62.2	60.3	64.4	61.1
58.6	59.3	63.5	62.9	61.6	61.5	61.9	61.9
65.5	63.2	66.2	63.6	64.9	63.0	65.4	64.8

25. I can get a conference with a teacher when I need one.
26. Racial tension does not exist in my school.
27. School rules are enforced fairly at my school.
28. Going to school with students from other races and ethnic groups does not affect my learning.
29. My teachers treat me fairly.
30. New students feel welcome in our school.
31. Most of the time I feel I belong in this school.
32. Most students at my school respect fellow students.
33. Most teachers at my school respect the students.
34. Most students at my school respect the teachers.
35. I like my school.
36. The contributions of members of my race are found in courses I take.

High School % Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
53.0	48.9	52.2	47.9	51.2	49.6	53.2	50.5
--	--	14.5	21.9	17.4	26.9	21.0	30.3
34.5	36.6	39.4	42.7	38.4	42.7	43.4	45.3
--	--	56.8	85.0	58.6	83.8	60.9	85.4
67.7	63.5	66.5	61.8	66.6	60.1	66.0	62.2
41.0	44.0	40.4	42.6	41.6	46.6	43.4	48.2
57.6	45.5	61.6	48.9	62.1	52.6	61.8	52.3
35.4	35.7	34.6	35.2	35.0	37.0	35.8	37.6
42.4	39.9	45.7	42.3	47.4	42.9	47.7	44.3
24.1	27.9	22.9	26.7	24.6	28.3	24.8	28.1
56.5	46.9	59.2	51.4	60.5	54.9	61.8	54.5
38.7	28.5	46.7	35.3	48.0	39.6	46.8	39.5

37. Counseling services at my school are adequate.
38. Materials in my classes support dignity of all races.
39. How many activities have you participated in? 4+
3
2
1
None
40. How many school activities have you attended? All
Most
About Half
Few
None
41. How satisfied are you with your school? Very Satisfied
Satisfied
Neither Satisfied or Dissatisfied
Dissatisfied
Very Dissatisfied
42. How do you rate school spirit at your school? Very Good
Good
Average
Poor
Very Poor

High School % Agreement							
1980		1981		1982		1983	
White	Black	White	Black	White	Black	White	Black
--	--	55.9	56.6	55.7	58.1	57.7	59.5
--	--	49.9	43.6	51.7	44.6	54.6	48.2
23.8	16.2	26.5	19.6	26.7	19.8	26.7	19.0
12.4	11.6	12.9	11.9	14.0	15.0	13.8	14.6
16.3	17.8	16.5	18.4	17.9	19.2	17.0	20.0
14.3	18.9	15.4	19.1	14.8	18.8	13.9	17.7
33.2	35.5	28.7	31.0	26.5	27.2	28.6	28.7
2.7	4.7	3.2	4.3	3.5	5.6	3.7	4.4
25.8	21.5	25.5	23.4	27.1	25.8	27.3	26.7
20.9	17.9	23.7	20.9	24.3	22.2	23.2	20.0
30.4	31.7	30.9	31.6	30.1	29.0	29.5	30.3
20.2	24.2	16.7	19.8	15.0	17.4	16.2	18.6
8.2	6.7	9.9	8.7	12.4	9.8	12.0	9.3
38.2	32.8	40.7	34.4	40.9	37.8	42.6	38.5
27.5	32.4	28.0	34.1	26.1	33.7	25.7	32.1
14.5	14.9	12.6	12.8	12.1	9.8	11.0	11.3
11.5	13.1	8.8	10.0	8.5	8.8	8.7	8.8
10.1	10.7	12.3	13.8	16.4	19.7	16.6	17.5
22.1	21.6	24.8	23.3	27.8	26.8	26.4	26.1
33.3	38.6	34.8	37.8	31.5	34.1	32.8	34.7
21.8	18.2	18.5	15.7	16.5	12.2	15.7	13.2
12.7	10.9	9.6	9.4	7.8	7.2	8.5	8.5

STUDENT OPINION SURVEY
FOUR-YEAR COMPARISONS
JR. HIGH/MIDDLE SCHOOL LEVEL

1980 N = 12,024 W = 6,922
B = 4,162

1981 N = 12,478 W = 6,348
B = 4,417

1982 N = 12,410 W = 6,229
B = 4,370

1983 N = 13,057 W = 6,288
B = 4,864

1. Most of my classes are challenging
2. I try to do my best in most of my classes.
3. I am satisfied with the courses I am taking.
4. Good grades are easy to get in my school.
5. I learn best from a teacher who pushes me to do my best.
6. This year it seems more difficult to earn good grades.
7. More homework is required this year than before.
8. My teachers grade me fairly.
9. I usually understand why I receive the grades I get.
10. My homework assignments are too difficult.
11. Students at my school are not overly concerned about race of others.
12. Standards set by most of my teachers are too high.

<u>% Agreement</u>							
<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
53.7	56.9	53.9	57.3	57.9	59.9	61.7	63.6
82.2	83.9	84.9	85.6	84.1	85.9	85.1	86.8
62.7	57.7	47.8	50.4	48.5	49.6	50.1	51.1
--	--	26.1	21.9	25.4	24.0	25.3	25.1
55.9	64.8	54.7	64.7	54.6	64.9	60.9	68.2
53.4	59.5	53.9	57.0	54.6	54.4	58.2	57.6
54.4	60.9	58.9	60.5	60.2	62.3	60.9	63.6
61.7	56.1	62.4	59.3	62.8	60.3	64.5	60.3
70.1	62.7	67.8	64.3	66.3	64.6	67.0	66.0
18.1	26.0	15.0	14.7	15.4	14.0	15.6	15.6
--	--	39.5	49.1	44.9	52.8	48.3	55.8
23.6	27.1	26.4	29.0	25.6	27.8	24.4	26.5

13. I usually get the grades I deserve in class.
14. I think I am getting a good education at my school.
15. Students at my school don't seem to care about anything.
16. Most students at my school are interested in participating in school activities.
17. Most activities are held at a time when I can participate.
18. I am satisfied with the activities program at my school.
19. Most students in my school follow school rules.
20. I think the rules at my school are fair.
21. In general, students at my school receive equal treatment.
22. Rules and regulations at my school are understood by most students.
23. Student behavior in my school needs to be improved.
24. My teachers give me individual help when I ask for it.

Middle School 7 Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
68.1	62.7	67.6	64.1	66.6	64.0	67.9	65.4
57.1	53.8	56.0	58.3	57.4	58.5	61.8	61.5
46.2	42.4	38.7	34.2	37.4	31.4	34.5	31.2
56.8	70.5	67.9	78.9	70.6	79.3	76.1	82.7
53.4	54.9	61.2	63.6	66.0	68.2	69.6	71.9
49.5	53.3	44.5	50.4	49.7	53.7	52.8	55.6
16.6	21.2	17.5	22.7	19.3	22.8	23.3	26.0
--	--	45.6	40.1	46.0	36.5	48.5	40.3
--	--	40.2	34.4	42.8	35.9	45.8	38.3
58.9	56.4	54.1	54.8	55.8	54.2	58.8	58.2
63.9	66.3	68.4	67.9	65.4	67.4	64.8	68.1
59.7	58.8	58.5	60.0	58.6	60.8	61.5	62.4

25. I can get a conference with a teacher when I need one.
26. Racial tension does not exist in my school.
27. School rules are enforced fairly at my school.
28. Going to school with students from other races and ethnic groups does not affect my learning.
29. My teachers treat me fairly.
30. New students feel welcome in our school.
31. Most of the time I feel I belong in this school.
32. Most students at my school respect fellow students.
33. Most teachers at my school respect the students.
34. Most students at my school respect the teachers.
35. I like my school.
36. Contributions of members of my race are found in courses I take.

Middle School % Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
43.7	43.0	41.8	43.8	42.7	43.5	45.5	46.4
--	--	21.5	28.5	24.5	30.5	26.8	32.9
41.0	38.2	46.5	44.6	48.6	43.0	51.4	47.5
--	--	63.5	79.2	65.7	80.3	70.3	82.8
62.7	54.8	59.6	52.5	59.8	52.4	61.8	54.9
38.6	42.4	40.3	48.0	41.7	48.1	45.8	51.3
49.2	39.0	48.1	44.3	49.7	46.0	54.1	49.2
24.4	30.1	26.9	32.9	29.0	34.2	31.4	36.2
45.1	40.2	49.8	46.6	52.6	46.1	55.6	50.4
19.6	26.2	21.7	28.6	24.0	28.0	26.5	30.8
42.9	36.8	42.9	42.3	45.0	41.8	49.3	44.7
34.0	33.2	37.3	40.4	38.8	41.5	40.5	44.0

37. Counseling services at my school are adequate.
38. Materials in my classes support dignity of all races.
39. How many activities have you participated in? 4+
3
2
1
None
40. How many school activities have you attended? All
Most
About Half
Few
None
41. How satisfied are you with your school? Very Satisfied
Satisfied
Neither Satisfied or Dissatisfied
Dissatisfied
Very Dissatisfied
42. How do you rate school spirit at your school? Very Good
Good
Average
Poor
Very Poor

Middle School 7 Agreement

<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>	
<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
--	--	34.7	41.2	46.2	43.0	47.1	45.9
--	--	48.3	46.7	52.5	50.9	56.8	53.2
16.7	16.3	39.6	45.8	46.2	51.9	47.0	52.6
11.3	11.3	17.2	18.0	16.2	16.8	16.0	17.2
15.8	18.0	16.3	16.1	15.1	14.4	14.6	14.0
16.8	18.7	12.2	11.2	10.8	8.9	10.5	8.1
39.4	35.7	14.7	8.9	11.6	8.1	11.9	8.1
4.6	6.8	11.4	17.9	11.8	20.0	14.4	22.6
19.0	18.4	28.5	26.9	33.4	28.7	33.8	30.2
15.3	15.4	19.0	17.5	19.3	17.0	17.9	17.4
32.8	30.6	28.1	25.8	25.0	25.1	24.0	21.5
28.3	28.8	13.1	11.9	10.5	9.2	9.9	8.3
6.8	6.9	9.5	10.1	9.8	10.8	10.9	10.7
30.5	27.5	29.1	29.9	32.1	28.8	34.7	31.1
31.1	31.7	29.2	32.9	29.0	32.7	30.0	32.3
14.6	16.2	13.4	12.2	14.1	12.9	11.9	11.4
17.0	17.7	18.8	14.8	15.0	14.9	12.5	14.6
10.7	13.9	10.2	13.3	10.5	14.0	12.5	15.4
21.9	20.5	19.7	21.5	20.7	21.6	22.7	23.2
38.8	41.1	38.9	42.0	40.1	39.7	38.9	40.4
16.5	13.6	17.4	12.9	16.1	12.9	14.2	10.7
12.1	10.9	13.8	10.3	12.7	11.7	11.7	10.2

ATTACHMENT D

1983 Alternative School Taskforce Report

TASK FORCE ON ALTERNATIVE SCHOOLING IN THE
COLUMBUS CITY SCHOOL DISTRICT

Alternative schools have been in place in the Columbus City School District since 1975. The origins of these schools can be attributed to a variety of influences, including the desire to provide parental options while offering a means to enhance the integrated opportunities available to parents and pupils. Today, there are ten alternative schools in operation--seven elementary schools, two middle schools, and one high school. The combined enrollment of the alternative schools is almost 4400 pupils.

The alternative school programs have proven to be very popular, with the result that demand, in the form of applicants, exceeds the number of available seats. For example, for the 1982-83 school year, there were 4444 applicants for 2160 seats. To date, there have been 2889 applicants for the 1983-84 school year.

Alternative schools must be operated within the context of the overall pupil desegregation plan. This means that each alternative school must enroll a student population racially representative of the district as a whole and must not adversely affect the racial balance of any other school. The latter could occur if a large number of pupils of the same race from the same school are selected for an alternative school. The school district had to restrict a number of pupils from alternative school enrollment during the 1982-83 school year due to the latter provision.

The net effect of the enrollment restriction was predictable. Parents from the affected areas were understandably concerned and voiced their displeasure to the administration, school board, federal district court, and media. The attention that was focused on the alternative schools brought to light a number of other issues and questions about the alternative school programs.

In January, 1983, the Superintendent of Schools appointed a task force, consisting of representatives of the Alternative School Coalition, the Equal Access Committee, the Columbus Council of PTAs, and the school administration, to explore these issues and concerns. The members are listed below:

Damon Asbury, Chairman
Thomas Dillard
Cheryl Dole
James Furgason
Amy Harper
Tim Ilg
Sy Kleinman

Elaine Leach
Evelyn Luckey
Kay Noble
David Penniman
Steven Schreiber
Rosalyn Sonenstein
Dinah Wright

TASK FORCE CHARGE

The Superintendent charged the Task Force with the following responsibilities:

- Review and identify key issues and concerns related to the operation of the alternative school program. Such issues include:
 - Application Procedures
 - Pupil and Staff Selection
 - Program Locations
 - Costs (Programs and Transportation)
 - Waiting Lists
 - Articulation Between Grade Levels
 - Choice of Program vs. School
 - Lottery Procedures
- Clarify the relationship of the alternative schools to the total school district.
- Identify ways that the alternative school program can contribute to the continuing development of the conventional schools. Determine how parents who do not gain access to the alternative schools can be encouraged to attend and support the conventional school of assignment.
- Identify and recommend to the Superintendent for his consideration solutions to the issues and concerns identified above. The solutions should be practical, economical, educationally sound, and legal.

The Superintendent asked that the Task Force report back to him on or before March 1, 1983.

THE PROCESS

The Task Force met eight times throughout January and February, 1983. The committee members gave more than thirty hours of time to this project. An effort was made to review all published materials relating to alternative schools and to identify the key issues, problems, and concerns. Given the diversity of the group, it was recognized that consensus might be difficult to achieve. Nevertheless, an effort was made to reach mutual understanding and agreement whenever possible. Solutions proposed by individual task force members were reviewed by the total Task Force so that the advantages and disadvantages of each could be identified.

Following is a summary of the Task Force findings and recommendations, organized by categories. The individual listing of proposed solutions and identified advantages and disadvantages follows in an appendix. Like many other difficult and complex areas, there are often no totally satisfactory solutions, only approaches.

PURPOSE OF ALTERNATIVE SCHOOLS

The Task Force, after due consideration, reaffirms the original purpose of alternative schools, as stated in a resolution of the Columbus Board of Education, dated June 17, 1975:

"accommodating the diverse educational needs and learning styles of individual pupils."

Moreover, the Task Force believes that all schools should hold similar purpose. Therefore, it is recommended that:

All schools should meet the diverse educational needs of children. Every school should identify its own particular philosophy, instructional approach, and program emphasis. Every school should encourage strong parental involvement in this process.

The Task Force believes that one of the key elements in the success of alternative schools has been the process used in their establishment. The process included several factors, including staffing the school with personnel holding congruent philosophies, opportunity for staff development of program and philosophy, and appointment of a committed "leader" for each alternative school. Further corroboration of this belief comes from the successes associated with the "Effective Schools" and the "School Climate" projects conducted by the Division of Elementary Schools this year. Both projects emphasize the importance of principal leadership, staff involvement, and instructional emphasis. Therefore, it is recommended that:

The processes used in the creation of the alternative schools, as well as in the school climate and the effective schools projects, be replicated with all schools as they go about the process of establishing philosophy and program emphasis.

The Task Force gave careful consideration to the entire scope of alternative school operations in the school district, with particular attention on the relationship of such schools on the rest of the school district. In other words, what is the impact of these 10 schools on the remaining 119 schools?

In the opinion of the Task Force, there is a widely-held belief among many that the alternative schools are in some way superior to the conventional schools. This perception, whether valid or not, is a critical factor in aggravating the problem of "equal access." When parents accept this perception, it can lead to a "bail-out" from the conventional school and a "flight" to the alternative. This becomes a vicious cycle, feeding on itself, as supportive and involved parents leave the conventional school setting for the alternative school or the private school system.

The Task Force anticipates that the access problem may be alleviated over time, if the parents make informed choices on the basis of their felt need for the type of program offered at the alternative, and not merely on the desire to escape from the assigned school. If there are actual deficiencies at the assigned school, then the school district must take firm action to bring about program improvements. Then, the parents will need to be informed fully about the program at the assigned school and at the alternative school so that they can make appropriate choices.

On this basis, the Task Force recommends that:

- The program of any conventional school experiencing a high level of alternative school applicants and/or private school transfers should be carefully reviewed. If deficiencies are noted, appropriate corrections need to be made and parents need to be made aware of the improvements and given accurate information about the overall program.
- Interested parents also need to be fully informed about the goals, objectives, and program at the alternative school, so that they might be in better position to assess whether or not the alternative school does in fact provide an appropriate setting for their child's educational needs.

The question of access must be viewed within the context of access on the basis of educational need or access on the basis of parent choice and probability. The latter refers to the necessity to conduct a lottery for alternative school seats whenever demand exceeds supply. In the ideal condition, all would embrace the concept of access via educational need; in truth, few Task Force members felt confident that they could conduct or tell someone else how to conduct an assessment of educational need that would differentiate children who need a traditional type of classroom versus those who need an IGE or informal type of instruction. In fact, it would appear that the vast majority of pupils will learn equally well in any of the various alternative school settings. In addition, the Task Force feels that parent choice, and by inference, pupil choice, of a particular teaching/learning style is an important element that should be retained.

For these reasons, the Task Force recommends that:

The concept of access to alternative schools via parental choice be maintained. The Task Force recognizes that the lottery will continue to be required so long as demand exceeds available seats in the alternative school. However, it is predicted that alternative school demand will

be reduced to a more manageable level once parents become convinced of the strengths of the conventional schools serving them.

The Task Force recognizes that expansion of the current alternative school program is unlikely at this time. With this in mind, however, the Task Force recommends that:

The current alternative schools be maintained. If any new alternative schools are developed in the future, a set of policies and procedures should be established which attend to assessed needs, programmatic and methodological approaches, and impact on the system as a whole.

The Task Force wishes to break down the artificial distinction that now exists between alternative and conventional schools. The Task Force does support the development of innovative programs throughout the district, but makes no specific recommendation with respect to the creation of any new alternative schools.

COMMUNITY RELATIONS AND PARENT INVOLVEMENT

The Task Force believes that there is a critical need to make parents and community members more fully aware of the real conditions of the public schools and then to get parents actively involved in their children's education.

The Task Force is convinced that there is a widely-held perception that the development of the alternative school subsystem has created two separate and unequal public school systems, wherein the alternative schools are viewed as superior to the conventional schools. The validity of this distinction is not at issue. The mere fact that the perception exists is a problem. When parents accept the perception and act on it by seeking to escape the conventional school via alternative school placement, or in the extreme, to leave the school district for private schools, the school district loses pupils as well as potentially supportive parents in the conventional school.

The Task Force believes that a fundamental solution to the problem of access lies in dealing with this perception head-on. This requires at least two approaches--first, where there truly are weaknesses or deficiencies, the school district must act to make significant improvements; second, there must be an accelerated and intensified effort to fully inform parents about the conventional school strengths, as well as about alternative school programs.

Specifically, the Task Force recommends that:

- The distinction between conventional and alternative be discouraged. Each school should be encouraged to develop its own unique approach to program and teaching style within the parameters

of the Graded Course of Study, State minimum standards, Board of Education policies, and administrative regulations and based on staff and community resources. Parents should be fully involved in the process so that they would have an opportunity to help define the distinctive aspects of their school.

- Parents be involved in the planning process for their child's education. Parents should be encouraged to work with the teacher to set learning goals for the year and to review ways to work with the child at home. A primer for parent involvement, along with training procedures, should be designed.
- Methods to assist parents who get involved should also be developed. These could include working with employers to secure released time from work to visit or assist schools and attend parent-teacher conferences, arranging transportation pools, bus tokens, day-care or baby-sitting arrangements for parents with younger children, or other such means to encourage and support parental involvement.
- The school district develop plans to aggressively market the public school district. Parents of pre-school children should be sought out and encouraged to visit their closest schools in order to gain first-hand knowledge about the programs. Brochures describing the conventional schools serving an area should be available to parents, as well as to directors of pre-school programs or day-care centers. Principals and school staff should make contact with kindergarten parents, as well as parents of children enrolled in private schools, to inform them of public school programs and opportunities. Similarly, middle school visitations should be arranged for parents of fifth-grade pupils; and high school visitations for parents of eighth-grade pupils.
- Parents should be strongly encouraged to visit the alternative of their interest and the conventional school of assignment before making application. If circumstances prevent the parent from making a personal visit, they should be encouraged to make a telephone call to the appropriate principals and/or send a relative to visit in their stead.

- All schools should schedule at least one open house prior to the alternative school application period so that parents would have an opportunity to see both alternative and conventional schools. Bus tokens or car pooling should be encouraged to help parents without transportation.
- A speaker's bureau, involving parents and other citizen volunteers, should be formed to speak on the opportunities available in each public school.
- Teachers and administrators in all schools need to be given accurate information about the range of programs within the district so that they can give appropriate advice about these programs to parents who make inquiry. Teachers and other staff members should be counseled not to arbitrarily "steer" parents into alternative programs.

ADMINISTRATION

The problem of limited access due to racial imbalance within the remedy plan pairings or clusterings may well be accentuated over time, due to pupil mobility and shifts in residential housing patterns. If and when the Board of Education finds it necessary to realign the pupil assignment plan, it is recommended that:

Consideration be given to making changes that will enhance the stability of the clusters over time. This might mean readjusting clusters so that all schools are closer to the city-wide average, in terms of black and non-black enrollment percentages. On the other hand, the Task Force does not recommend that such changes be made on a piece-meal basis, as they would tend to have a destabilizing effect.

FINANCE, BUSINESS, AND NON-INSTRUCTIONAL OPERATIONS

The Task Force recommends that:

The present number of alternative schools be maintained. If expansion of these programs is to occur, first consideration should be given to adding capacity at the present site prior to adding another school.

If relocation of alternative schools becomes a practical option in the future, it is recommended that:

The Board of Education should conduct an analysis of the relative merits of centralizing all alternative schools in one area of the city versus clustering two or more alternatives in several geographic locations.

With respect to the expansion of the middle and high school alternative programs, it is recommended that:

The Board of Education must seriously weigh the program disadvantages of adding more pupils. For example, it would not be possible to continue the same quality of program with additional pupils at the Alternative High School.

The National Institute of Education has recently requested proposals to study approaches for enhancing parent choice systems, parental involvement in decision-making, and similar areas. It is recommended that:

The school district work to submit one or more proposals in these areas, including a study of various approaches to clustering to achieve more parent choice.

A major concern within this area is the cost of transportation to the alternative schools. The nature of alternative school transportation routes, which involve picking up a few children in many locations, requires higher than average costs. The Task Force considered several solutions, but really was unable to identify one that would reduce costs while still serving pupil transportation needs. The Task Force recommends that:

Every effort should be made to make the present system as cost-effective as possible. Specifically, the school district should consult with other transportation systems and/or consultants to determine any practical ways of reducing costs. Assistance might be sought from COTA, Battelle, MORPC, OSU, and other sources.

However, the very nature of the alternative school system rests on the availability of transportation for pupils. Thus, the alternative school would be drastically changed if there are any significant changes in the level of transportation services.

The Task Force realizes that there may be instances where transportation is impractical due to time, distance, or cost.

Transportation services could be eliminated on those routes where the costs exceed a reasonable

range. In cases where transportation is deemed to be impractical, the Board would provide parents with reimbursement, at the approved rate, in lieu of transportation.

Also, the clustering concept discussed above may have implications for reducing transportation costs.

The Task Force is very much concerned that the parents of public school children are provided with less adequate services than are parents of private and parochial school children transported by the same system. For example, alternative school children often must walk to a neighborhood school (which may be closed), in the dark, along streets without sidewalks, without benefit of adult supervision, while the private school pupil enjoys the advantage of residential pick-up. The Task Force recognizes that nonpublic school transportation is governed by state law, but feels that public school parents should receive no less. To this end, the Task Force recommends that:

The Board of Education and the school administration work actively to ensure that the local school district is adequately reimbursed for the costs of nonpublic school transportation.

In addition, the Task Force recommends that:

Particular attention be paid to safety considerations in the determination of pick-up and delivery locations for alternative school bus routes. It is suggested that particular attention be given to the recommendations of alternative school principals in determining the most efficient and safest stops.

A second major concern is the overall cost of alternative school operation. The Task Force believes that the school district's resources should be equitably distributed across all schools in the district. Therefore, it is recommended that:

A range of acceptable difference from the city-wide per-pupil cost be determined and all schools be required to operate within that range.

PERSONNEL

The Task Force believes that one of the strengths of the alternative school programs has been the role of the principal in staff selection and leadership. The Task Force endorses the leadership role of the principal delineated in the "Effective Schools" projects. To the degree possible, it is recommended that:

Principals in all schools be given a strong role in the selection of staff for their buildings. Staff recruitment and selection should be on the basis of attracting those teachers who hold a philosophy compatible with that developed by the school and community.

STUDENTS

The Task Force believes that parental choice, based on full information of the programs, is an integral part of the student selection process. As long as the number of applicants exceeds the seats available, it will be necessary to control enrollment through some form of lottery.

At present, 50% of the seats in the alternative middle schools are reserved for pupils enrolled in elementary alternative schools. Similarly, 50% of the seats at the alternative high school are reserved for pupils in the two alternative middle schools. The rationale for this practice is that it is important to preserve program continuity for pupils who have been enrolled in an alternative program at a lower level. In the opinion of the Task Force, the continuity is more illusory than real. Too, the 50% reservation has been subject to criticism that it unfairly discriminates against children who were not selected in one of the elementary school lotteries. For these reasons, the Task Force recommends that:

- As noted on the 1983 application form, the practice of maintaining carry-over waiting lists shall be discontinued. The only waiting list to be retained will be for those pupils who cannot be enrolled at an alternative school due to racial imbalance at their assigned school.
- Effective with the 1984 lottery, there shall be only a single, open lottery conducted for each school. In other words, the 50% reserved lottery shall be discontinued, with all seats being filled from the open lottery involving all applicants.

Considerable discussion was directed toward the issue of whether or not to keep the kindergarten program as part of the elementary alternative school program. There was concern that having kindergarten programs in the alternative schools tends to discourage enrollment among those parents who do not have access to transportation since kindergarten pupils are transported only one way. This has the effect of also controlling who gets into alternative schools, since there are usually only limited vacancies at the remaining grade levels. However, there are also valid program reasons for offering kindergarten in the alternative schools. For these reasons, the Task Force recommends that:

The educational benefits and impact on scheduling kindergarten classes on a full-day basis should be explored. (One kindergarten section would attend on Monday and Wednesday and the other section on Tuesday and Thursday. The sections would alternate on Fridays.)

Finally, the Task Force believes that there may be certain students in the district who would clearly benefit and need the type of instructional program offered in one of the alternative schools. The Task Force supports the concept that special consideration be given to placing such youngsters in the appropriate alternative school, with such placement being dependent upon complete agreement by the building principals involved, the appropriate central office administrators, and the parents. This process would be outside the normal application channels and would be used only in unique situations.

INSTRUCTION

The Task Force believes that there are many good ideas and programs in both conventional and alternative schools. It is recommended that a process be developed to encourage the sharing of such ideas and practices by administrators and teachers from across the entire school district.

Perhaps the best thing about alternative schools is the "process" by which they have come into being. The process involves decisions about staffing, administrative leadership, instructional program, and parent and community involvement. Replication of the process whenever possible is recommended.

ATTACHMENT E

The 1982-83 CEA Building Environment Survey

Introduction

Article 502 in the CEA-Board of Education Agreement requires that the Building Environment Survey be conducted. The survey has been conducted annually since the 1971-72 school year.

The content of the survey was developed by the Department of Evaluation Services with the assistance of teachers and administrators. Following the first two years of the survey the content was revised to include seven additional items.

The survey which has not changed since the 1973-74 revision contains 50 items. The items were designed to measure six areas of school operations that fall under three major foci designated in the Agreement. Professional Environment, Democratic Procedures and Teacher Involvement, and Co-Curricular Program. The six areas of the survey are as follows:

- I. Educational Goal Orientation of This School (Items 1-10)
- II. Administrative-Staff Interaction of This School (Items 11-21)
- III. Staff Morale in This School (Items 22-31)
- IV. Decision-Making Process of This School (Items 32-38)
- V. Staff Leadership and Responsibility in This School (Items 39-46)
- VI. Co-Curricular Program (To Be Completed by Secondary Teachers Only, Items 47-50)

Item response categories are: 1-Inaccurate for My School; 2-Generally Inaccurate for My School; 3-No Opinion; 4-Generally Accurate for My School; 5-Accurate for My School. A copy of the survey is included in Appendix A.

The survey was conducted from November 29 through December 10, 1982. CEA Building Representatives had primary responsibility for conducting the survey in their buildings. All professional staff members covered in the Agreement were to be given an opportunity to participate.

Major Findings

Responses to this survey were received from all 129 schools. This was an improvement over last year when four schools did not conduct the survey. A total of 4,044 surveys were sent to professional staff members, and 2,395 were returned. This represents a return rate of 59.2%, which approximates last year's 59.5% return rate. At the elementary level 64.4% (1,086) of 1,689 teacher responses were analyzed; at the middle school level 58.0% (598) of 1,031 teacher responses were analyzed; and at the senior high and career center level 49.1% (662) of 1,347 teacher responses were analyzed. Elementary teachers responded at about the same rate as in 1981, but middle school and high school teacher response rates decreased from 60.6% to 58.0% and 52.1% to 49.1% respectively this year.

The average response for each item was calculated for the entire system and by organizational level. An average response between 1.0 and 3.0 indicates that the statement is inaccurate or generally inaccurate. Responses in this range are considered negative. An average response between 3.0 and 5.0 indicates that the statement is generally accurate or accurate. Responses in this range are considered positive.

An examination of the system level average responses indicated that all of them were positive. Responses ranged from a high of 4.2 to a low of 3.2. Nine of the 50 items had an average response of 4.0 or better. Organizational level analyses showed that average responses were all positive in both elementary and middle schools. At the senior high level one item was below an average rating of 3.0, and three items averaged 3.0. When organizational levels were compared, elementary teachers were the most positive of the three groups, and high school teachers were the least positive. Average responses are displayed in Table 1 for the total system and for each of the three organizational levels.

Table 2 was prepared to further analyze survey items. In this table, percents of positive and negative responses were determined for the system and each organizational level. Response categories 1 and 2 were combined to determine negative percents, response category 3 was dropped, and response categories 4 and 5 were combined to determine positive percents.

The CEA Building Environment Survey is separated into six major areas. Table 2 also shows the overall percents of positive and negative responses for item groupings in each area. Items which received a positive response of 80% or higher were considered to be strongly supported by teachers while items that received less than 50% positive response were considered to be areas of concern. Major findings are presented below:

I. Educational Goal Orientation of This School

As a group, teachers gave positive responses to all 10 items for this area. The items that were rated positively by 80% or more of all teachers were:

- . There is an effort to resolve problems.
- . There is an on-going effort to maintain positive relationships with students.
- . Community resources, such as field trips, speakers, special programs are accessible to staff members.

One item received less than 50% positive responses from middle and high school teachers:

- . The teacher evaluation process provides direction for the improvement of instruction.

High school teachers also indicated a concern over the grouping of children for instructional purposes.

Table 1

3

Average Responses to CEA Building Environment
Survey Items for System and Organizational Levels

Items	N =	Average responses by level			
		System	Elem.	Middle	Sr. High
		2,346	1,086	598	662
I. Educational Goal Orientation of This School (1-10)					
1. A consistent and on-going philosophy of education guides decisions and general policy development.		3.9	4.1	3.8	3.7
2. There is an effort to resolve problems.		3.9	4.2	3.9	3.5
3. Staff meetings and/or committees work with high priority problems.		3.7	4.0	3.6	3.3
4. There is an on-going effort to maintain positive relationships with students.		4.1	4.4	4.1	3.9
5. There is evidence of an on-going staff development and/or human relations program.		3.7	4.1	3.4	3.4
6. The way children are grouped for instructional purposes is satisfactory.		3.5	4.0	3.3	3.0
7. The teacher evaluation process provides direction for the improvement of instruction.		3.4	3.8	3.3	3.0
8. There is opportunity to engage in new instructional designs and methods.		3.9	4.2	3.9	3.6
9. Professional reading matter is available.		3.8	4.0	3.7	3.4
10. Community resources, such as field trips, speakers, special programs are accessible to staff members.		4.1	4.4	4.0	3.9
II. Administrative-Staff Interaction in This School (11-21)					
11. The instructional program reflects professional planning and execution.		4.0	4.3	3.9	3.7
12. The administrator(s) and other personnel within the building assist teachers with instructional problems when requested.		3.8	4.1	3.7	3.4
13. My special talents and interests are effectively utilized whenever possible.		3.8	4.1	3.8	3.5
14. The administrator(s) indicates a willingness to support constructive innovation and change.		3.8	4.0	3.7	3.4
15. Staff members are involved in the development of building policies, programs and procedures.		3.7	4.0	3.5	3.3

(Continued)

Table 1 (Continued)

Items	Average Responses by level			
	System N= 2,346	Elem. 1,086	Middle 598	Sr. High 662
16. Staff members are encouraged to participate in educational growth and development activities.	4.0	4.2	3.9	3.6
17. Building communication channels are effective.	3.3	3.6	3.3	2.9
18. The kind of assistance afforded by educational aides is satisfactory (do not base your response on the number of aides available).	3.7	4.0	3.7	3.4
19. Staff suggestions for new programs and procedures are encouraged.	3.6	3.9	3.5	3.3
20. Staff meetings are held in accordance with the negotiated agreement.	4.2	4.2	4.2	4.1
21. All building personnel are considerate in keeping classroom interruptions to a minimum.	3.7	4.0	3.7	3.1
III. <u>Staff Morale in This School (22-31)</u>				
22. The over-all level of staff morale is good.	3.5	3.8	3.4	3.2
23. The administrator(s) use a constructive and understanding approach in discussing problems with staff members.	3.6	3.9	3.5	3.3
24. The administrator(s) contributes to high staff morale through support of the teachers.	3.6	3.9	3.6	3.2
25. The administrator(s) helps staff members to attain a feeling of satisfaction by recognizing effort and accomplishment.	3.6	3.9	3.5	3.1
26. Excessive or inappropriate non-teaching tasks do not interfere with my instructional time.	3.2	3.2	3.4	3.1
27. The help afforded staff members in the handling of disciplinary problems is satisfactory.	3.6	3.8	3.5	3.4
28. Teachers new to our building are accepted by the staff and given appropriate guidance and orientation.	3.8	4.0	3.8	3.5
29. Instructional supplies are reasonably available to the staff.	3.8	4.0	3.6	3.6
30. There is a telephone available for staff use.	4.2	4.2	4.3	3.9
31. The general appearance and cleanliness of this building is satisfactory.	3.7	3.9	3.8	3.2

(Continued)

Table 1 (Continued)

Items	Average responses by level			
	System N= 2,346	Elem. 1,086	Middle 598	Sr. High 662
32. School policy is generally developed through the democratic interaction of the school staff.	3.4	3.8	3.3	3.0
33. When affected, parties such as students, parents and community groups are involved in the decision-making process.	3.5	3.7	3.3	3.2
34. Our staff is effective in solving problems.	3.6	3.9	3.5	3.3
35. Building committees and discussion groups serve to adequately provide for two-way communication.	3.5	3.8	3.4	3.2
36. The staff generally understands the rationale for school policies and procedures.	3.7	3.9	3.6	3.3
37. The Principal's Advisory Council is effective in identifying and solving building concerns.	3.5	3.8	3.4	3.1
38. School discipline guidelines are appropriately developed and reflect realistic expectations of student behavior.	3.7	4.0	3.6	3.3
<u>V. Staff Leadership and Responsibility</u> <u>In This School (39-46)</u>				
39. Staff members generally work well together to promote a sound educational program.	4.0	4.2	3.9	3.7
40. A spirit of relaxed friendliness and cooperativeness permeates this building.	3.7	4.0	3.7	3.4
41. Staff members demonstrate professional ethics in their relationships with students, other staff members, and parents.	4.0	4.2	3.9	3.7
42. The staff is active in developing a variety of techniques and methods for class instruction.	3.9	4.1	3.7	3.6
43. The staff is receptive to constructive innovation and change.	3.8	4.0	3.7	3.5
44. Staff members use appropriate methods in handling discipline problems.	4.0	4.2	3.9	3.7
45. Staff members support building policies and procedures.	3.9	4.1	3.8	3.5
46. New programs and procedures are recommended by the staff.	3.8	4.0	3.7	3.6

(Continued)

Table 1 (Continued)

Items	Average responses by level			
	System N= 2,346	Elem. 1,086	Middle 598	Sr. High 662
VI. Co-Curricular Program (47-50)				
47. The staff and administration is providing for an adequate co-curricular program.	3.7	a*	3.7	3.6
48. The established procedures provide for student activities to be organized, changed, or discontinued as students' interests and/or needs change.	3.6	a	3.6	3.5
49. Co-curricular assignments reflect the strengths, qualifications, and interests of the building staff.	3.6	a	3.7	3.5
50. Facilities, materials, and time are available for co-curricular activities.	3.5	a	3.5	3.4

*a - Elementary teachers do not respond to these items.

Table 2
 Percents of Positive and Negative Responses
 To CEA Survey Items For System and Organizational Levels

Items	Percent of positive responses by level				Percent of negative responses by level			
	System	Elem.	Middle	Sr. High	System	Elem.	Middle	Sr. High
	N = 2,346	1,086	598	662	2,346	1,086	598	662
I. Educational Goal Orientation of This School (1-10)								
1. A consistent and on-going philosophy of education guides decisions and general policy development.	76.2	85.5	72.4	64.4	14.7	9.3	16.0	22.4
2. There is an effort to resolve problems.	80.1	85.8	78.3	72.5	14.0	9.7	15.4	19.9
3. Staff meetings and/or committees work with high priority problems.	68.9	79.7	65.2	54.5	18.9	11.3	21.9	28.5
4. There is an on-going effort to maintain positive relationships with students.	86.3	90.6	86.1	79.3	7.2	4.3	7.0	12.1
5. There is evidence of an on-going staff development and/or human relations program.	68.5	82.1	54.0	59.1	17.6	8.6	26.1	24.6
6. The way children are grouped for instructional purposes is satisfactory.	63.9	80.4	57.8	42.3	23.0	10.9	28.3	38.2
7. The teacher evaluation process provides direction for the improvement of instruction.	53.5	64.5	48.3	39.7	20.0	9.9	22.9	33.8
8. There is opportunity to engage in new instructional designs and methods.	77.6	84.3	74.2	69.6	10.7	5.9	11.9	17.5
9. Professional reading matter is available.	70.5	80.1	66.6	58.2	16.0	10.0	15.4	26.3
10. Community resources, such as field trips, speakers, special programs are accessible to staff members.	84.4	90.3	81.4	77.5	9.0	5.4	10.0	13.7
Overall Items 1-10	73.0	82.3	68.4	61.7	15.1	8.5	17.5	23.7

(Continued)

Table (Continued)

Table (Continued)									
Items	Percent of positive responses by level				Percent of negative responses by level				
	N=	System 2,346	Elem. 1,086	Middle 598	Sr. High 662	System 2,346	Elem. 1,086	Middle 598	Sr. High 662
II. <u>Administrative-Staff Interaction in This School (11-21)</u>									
11. The instructional program reflects professional planning and execution.	81.7	89.8	79.3	70.7	9.2	5.3	10.0	15.0	
12. The administrator(s) and other personnel within the building assist teachers with instructional problems when requested.	69.9	80.1	63.0	59.4	15.3	9.4	17.2	23.4	
13. My special talents and interests are effectively utilized whenever possible.	72.9	80.4	70.1	62.1	14.3	7.5	15.2	24.6	
14. The administrator(s) indicates a willingness to support constructive innovation and change.	70.8	78.7	68.9	59.5	18.6	13.5	18.7	26.9	
15. Staff members are involved in the development of building policies, programs and procedures.	69.2	80.2	62.7	56.9	21.1	14.5	26.1	27.5	
16. Staff members are encouraged to participate in educational growth and development activities.	78.1	87.4	75.4	65.3	12.1	6.0	13.2	21.0	
17. Building communication channels are effective.	59.2	69.2	57.5	44.3	31.8	23.9	31.1	28.5	
18. The kind of assistance afforded by educational aides is satisfactory (do not base your response on the number of aides available).	66.3	77.2	60.9	53.5	16.8	13.6	16.2	22.3	
19. Staff suggestions for new programs and procedures are encouraged.	65.8	76.2	60.9	53.2	20.4	13.9	23.1	28.7	
20. Staff meetings are held in accordance with the negotiated agreement.	83.6	85.6	82.8	81.0	8.9	9.4	8.0	8.8	
21. All building personnel are considerate in keeping classroom interruptions to a minimum.	71.8	83.7	72.7	51.5	22.0	11.9	20.7	39.7	
Overall Items 11-21	71.7	80.8	68.6	58.4	17.3	11.7	18.2	24.2	
(Continued)									

(Continued)

Table 2 (Continued)

Items	Percent of positive responses by level				Percent of negative responses by level			
	System N= 2,346	Elem. 1,086	Middle 598	Sr. High 662	System 2,346	Elem. 1,086	Middle 598	Sr. High 662
III. Staff Morale in This School (22-31)								
22. The overall level of staff morale is good.	63.7	72.5	60.2	52.6	26.2	19.9	27.4	19.5
23. The administrator(s) use a constructive and understanding approach in discussing problems with staff members.	66.8	74.7	63.4	56.8	23.0	16.7	25.4	31.3
24. The administrator(s) contributes to high staff morale through support of the teachers.	63.3	71.5	62.0	51.1	23.6	17.0	26.1	33.5
25. The administrator(s) helps staff members to attain a feeling of satisfaction by recognizing effort and accomplishment.	63.4	73.1	62.9	48.0	25.0	17.4	25.9	36.6
26. Excessive or inappropriate non-teaching tasks do not interfere with my instructional time.	54.5	55.2	60.2	48.0	34.0	24.8	29.4	38.2
27. The help afforded staff members in the handling of disciplinary problems is satisfactory.	68.4	74.2	65.2	61.8	22.0	16.0	26.1	27.9
28. Teachers new to our building are accepted by the staff and given appropriate guidance and orientation.	73.4	79.9	73.1	63.1	14.3	10.5	14.2	20.7
29. Instruction supplies are reasonably available to the staff.	76.5	84.0	69.3	70.8	17.3	12.2	22.6	20.8
30. There is a telephone available for staff use.	84.0	86.9	87.0	76.6	12.3	10.1	8.9	19.0
31. The general appearance and cleanliness of this building is satisfactory.	71.1	77.5	59.7	55.9	22.4	16.6	17.6	19.0
Overall Items 22-31	68.5	75.0	66.3	58.5	22.0	16.1	22.4	28.4

(Continued)

Table 2 (Continued)

Items	Percent of positive responses by level				Percent of negative responses by level				
	N=	System 2,346	Elem. 1,086	Middle 598	Sr. High 662	System 2,346	Elem. 1,086	Middle 598	Sr. High 662
IV. <u>Decision-Making Process of This School (32-38)</u>									
32. School policy is generally developed through the democratic interaction of the school staff.		59.8	74.1	54.3	41.4	26.0	17.0	29.9	22.2
33. When affected, parties such as students, parents and community groups are involved in the decision-making process.		56.9	67.9	48.8	45.1	20.2	14.6	24.1	26.0
34. Our staff is effective in solving problems.		66.2	77.9	60.4	52.1	19.0	11.6	22.9	27.5
35. Building committees and discussion groups serve to adequately provide for two-way communication.		61.9	73.7	56.2	47.9	22.0	15.7	23.7	30.7
36. The staff generally understands the rationale for school policies and procedures.		70.2	79.7	67.6	56.8	19.2	12.6	21.3	28.1
37. The Principal's Advisory Council is effective in identifying and solving building concerns.		61.7	72.6	56.7	48.3	22.7	14.2	24.4	35.0
38. School discipline guidelines are appropriately developed and reflect realistic expectations of student behavior.		72.2	82.7	67.1	59.7	18.5	10.9	22.4	27.6
Overall Items 32-38		64.1	75.5	58.7	50.3	21.0	13.8	24.0	27.9
V. <u>Staff Leadership and Responsibility In This School (39-46)</u>									
39. Staff members generally work well together to promote a sound educational program.		81.0	87.7	79.4	71.5	10.6	6.9	10.2	17.1
40. A spirit of relaxed friendliness and cooperativeness permeates this building.		69.6	77.3	67.4	59.1	20.1	15.5	19.9	27.9
41. Staff members demonstrate professional ethics in their relationships with students, other staff members, and parents.		81.4	88.2	79.3	72.1	10.3	6.5	10.5	16.2
(Continued)									

(Continued)

Table 2 (Continued)

Items	Percent of positive responses by level				Percent of negative responses by level			
	System N= 2,346	Elem. 1,086	Middle 596	Sr. High 662	System 2,346	Elem. 1,086	Middle 598	Sr. High 662
42. The staff is active in developing a variety of techniques and methods for class instruction.	75.6	85.0	70.1	65.3	10.4	5.7	13.4	15.3
43. The staff is receptive to constructive innovation and change.	73.1	81.5	70.4	61.8	13.4	8.9	4.7	20.4
44. Staff members use appropriate methods in handling discipline problems.	80.5	87.8	78.3	70.5	8.3	3.9	10.5	13.4
45. Staff members support building policies and procedures.	77.3	86.7	73.4	65.4	11.6	6.6	13.0	18.4
46. New programs and procedures are recommended by the staff.	71.8	80.4	83.3	62.5	10.4	7.2	11.2	15.0
Overall Items 39-46	76.3	84.3	75.2	66.0	11.9	7.7	12.8	18.0
VI. Co-Curricular Program (47-50)								
47. The staff and administration is providing for an adequate co-curricular program.	55.0	a*	46.0	63.1	27.4	a	9.5	14.2
48. The established procedures provide for student activities to be organized, changed, or discontinued as students' interests and/or needs change.	53.2	a	47.0	60.6	27.0	a	11.0	16.6
49. Co-curricular assignments reflect the strengths, qualifications, and interests of the building staff.	50.0	a	45.0	56.0	31.0	a	7.8	18.0
50. Facilities, materials, and time are available for co-curricular activities.	48.8	a	46.0	56.2	29.1	a	13.2	23.4
Overall Items 47-50	51.7	a	46.0	54.5	28.6	a	10.4	18.1

*a - Elementary teachers do not respond to these items.

II. Administrative-Staff Interaction in This School

All 11 items in this area received more than 50% positive ratings. Two items were rated positively by more than 80% of the respondents:

- . The instructional program reflects professional planning and execution.
- . Staff meetings are held in accordance with the negotiated Agreement.

III. Staff Morale in This School

The 10 items in this area received positive ratings from 68.5% of teachers. Elementary teachers gave 75.0% positive ratings. Middle school teachers gave 66.3% and high school teachers gave 58.5% positive ratings. Less than 50% of the high school teachers gave a positive response to item 26:

- . The administrator(s) helps staff members to attain a feeling of satisfaction by recognizing effort and accomplishment.

IV. Decision-Making Process of This School

The overall rating for the seven items in this area was 64.1% positive responses. At each organizational level, the most favorable response was given to item 38:

- . School discipline guidelines are appropriately developed and reflect realistic expectations of student behavior.

Middle school teachers gave less than 50% positive ratings to one item, and high school teachers gave less than 50% positive ratings to four items. The major concern at all organizational levels seemed to be lack of involvement in the decision-making process.

V. Staff Leadership and Responsibility in This School

The percent of positive ratings to the eight items in this area of the survey was 76.3%. Elementary teachers gave 84.3%, middle school teachers 75.2%, and high school teachers 66.0% positive ratings. These percentages represent the most favorable responses of any section in the survey. The three items with the highest percents of positive ratings were:

- . Staff members generally work well together to promote a sound educational program.
- . Staff members demonstrate professional ethics in their relationships with students, other staff members, and parents.
- . Staff members use appropriate methods in handling discipline problems.

VI. Co-Curricular Program

The final section of the survey was directed to high school, middle school, and career center teachers only. The four items received positive ratings from 51.7% of the respondents. The highest percent of positive ratings (55.0%) were for item 47:

- . The staff and administration is providing for an adequate co-curricular program.

More than half (54.5%) of the high school teachers gave positive ratings to all four items, but less than half (46.0%) of the middle school teachers gave less than positive ratings to all four items. Item 50 received the fewest overall positive responses:

- . Facilities, materials, and time are available for co-curricular activities.

Teachers gave positive responses to 49 of 50 items in the 1982 CEA Building Environment Survey. On a system-wide basis, teachers gave at least 80% positive responses to nine items. When separated by organizational level, elementary teachers were the most positive group, and high school teachers were the least positive. Photo reduced copies of computer printouts used to produce this report are included in Appendices B through E of this report.

ATTACHMENT F

1982-83 African-American History Month Activity

M E M O

TO: Dr. James Hyre
FROM: Desegregation Monitoring
DATE: March 4, 1983
SUBJECT: Results of African-American History Month Survey

Pursuant to the Board of Education Resolution of January 20, 1981, concerning African-American History Month, the Department of Desegregation Monitoring administered a survey among principals to identify activities planned to celebrate African-American History month in each school. The questionnaire employed in the survey was one approved in January, 1981; thus, this was the third year for the collection of such information and permitted salient comparisons of data with previous years.

During the month of February, 1983, the Monitoring Team visited a total of 55 schools in the system and spent a total of over thirty-eight hours in the schools. During these on-site visits administrators, teachers, and students were interviewed and other observational data was collected. Also, whenever possible, members of the Monitoring Team attended special assembly programs held to celebrate African-American History Month.

The results of the survey and on-site visitations are presented on the following pages by organizational level beginning with high schools and concluding with elementary schools. Before presenting the actual report there are a few salient points to be noted.

- . The number of classroom activities planned to commemorate African-American History Month remains very high.
- . There are significant increases in planned school-wide activities when compared to last year's data.
- . The utilization of outside resource groups and resource specialists continues to remain high especially at the elementary level.
- . The study of African-American literature and poetry contributions and the study of African-American biographies continue to be the predominant classroom activities planned at all levels.

- At the high school level strong feelings continue to exist among administrators and staff to emphasize the study of minority cultures throughout the school year rather than concentrate on one month.
- Some administrators indicated that resources were limited; with all schools planning programs during February it was difficult to get the personalities and specialists when they desired.
- The spirit and the intent of the 1981 Board Resolution regarding the celebration of African-American History Month have been met in all Columbus schools.

HIGH SCHOOLS

High school principals outlined the following activities which would be conducted during February to commemorate African-American History Month. The fifteen comprehensive high schools and the alternative high school responded to the survey; therefore these numbers represent the total high school planning effort for the 1983 African-American History Month.

ACTIVITIES PLANNED	Classroom	Department	Schoolwide
Study of African-American Authors	14	7	2
Study of African-American Poetry	12	7	3
Study of Novels & Short Stories by and/or about African-Americans	14	8	3
Study of Contributions of African-Americans of Ohio or National History	12	5	2
Study of Renowned African-Americans	10	5	5
Study of African-American Drama or Dance	6	4	1
Study of African-American Art	8	5	4
Study of African-American Music	9	5	4

Compared to last year, it is interesting to note that greater emphasis is being placed this year on school-wide activities, especially in the study of African-American poetry and prose literature. Last year no high school planned activities in these areas while this year three schools have planned school-wide emphasis on these studies. As with last year, the majority of activities of African-American contributions occurs in the classrooms.

High school principals reported the following resources would be utilized to assist with African-American History Month activities at their schools.

ANTICIPATED RESOURCES	Classroom	Department	Schoolwide
Films/Tapes	10	5	4
Local Community Leaders	4	4	6
Sports Figures	1	-	1
Authors	2	-	2
Musicians	3	4	4
TV/Radio Personalities	-	-	-

As with last year, the major resource used in the classroom, is "films/tapes". This year, however, greater use of this media has spread to the department level and to schoolwide use. Musicians and speakers from the local community continue to be used for schoolwide assemblies. However, the number of sports figures and TV/Radio personalities has considerably decreased. While last year four schools featured assemblies with sports figures or TV/Radio personalities, this year only one school planned such a program.

High school principals reported that students would be directly involved in many activities relating to African-American History Month. Historically, student involvement in planning and conducting African-American History Month activities is well dispersed among a variety of activities. As with last year, student participation is greatest at the classroom level.

ANTICIPATED DIRECT STUDENT PARTICIPATION	Classroom	Department	Schoolwide
Members of discussion groups or reaction panels	6	2	2
Construction of bulletin boards	9	5	8
Design and construction of other displays	6	6	7
Plays	3	1	2
African-American cultural exchanges e.g., food, dress, etc.	3	1	3
Preparation of book reports on African-American subjects	5	3	3
Student presentation of African-American music	3	3	3
Student participation in field trips to African-American points of interest	1	1	1

High school principals reported that they planned to use the following community personalities as resource speakers during African-American History Month.

Jerry Hammond, City Councilman
 Anna Bishop, Poet and former Teacher
 Elijah Pierce, Artist
 Leonard Napper, Musician and former President of the National Association for the Study of Afro-American Life and History
 Dr. Sam Varner, Historian
 Rev. Phale Hale
 Dr. Arthur Thomas, Vice Pres. of Academic Affairs at Central State Univ.
 Don Skydamon, Jazz Pianist
 Dr. Rick Kelsey, OSU Minority and African Affairs
 Arnett Howard, Call & Post
 Archie Griffin
 Rev. David Jefferson

In addition to guest speakers and assemblies, other activities were planned. Cafeterias at many schools served "soul" food and other cultural selections; movies about famous black Americans were shown; slide presentations of Africa and African Art were held; poetry and essay selections of renowned blacks were read over PA systems; and black music was studied and played during the month.

The general impression obtained from visiting high schools during the month of February is that every high school developed and presented awareness programs and activities dealing with African-American History month. Some schools planned more extensive programs than other schools, and the amount of student involvement in activities varied from school to school.

However, discussions with building administrators and teachers revealed that strong feelings exist to emphasize the study of minority cultures throughout the school year rather than concentrate on one month. As one teacher expressed it, "One month's highlights are not in keeping with good education on the topic." Several high schools have combined the emphasis of the African-American History theme with brotherhood month and included the study of Asian, native American, Spanish and other cultures along with the African-American theme.

It is important to note, however, that African-American History programs and activities were planned and conducted in all high schools according to the January 20, 1981 Board of Education directive.

MIDDLE SCHOOLS

All middle schools but one filed a report of planned activities to celebrate the observance of African-American History Month. In past years the majority of planned activities in the middle schools occurred at the classroom level. It is interesting to note that this year a dramatic change took place. Although activities at the classroom level predominate, the number of grade level and schoolwide programs has significantly increased; in some instances the number of these programs has doubled since last year. For example, in 1982 only one school planned a schoolwide study of renowned African-Americans; this year six schools have planned this type program. In fact, compared to last year, all activities except the study of African-American Music increased 100 percent at either the grade level or schoolwide levels. And even the music program at the schoolwide level increased from three schools last year to five schools this year.

ACTIVITIES PLANNED	Classroom	Grade Level	Schoolwide
Study of African-American Authors	16	12	5
Study of African-American Poetry	16	10	4
Study of Novels & Short Stories by and/or about African-Americans	16	12	3
Study of Contributions of African-Americans of Ohio or National History	18	11	6
Study of Renowned African-Americans	15	13	6
Study of African-American Drama or Dance	11	8	5
Study of African-American Art	15	9	4
Study of African-American Music	15	12	5

In the use of Resources at the Middle School level the same phenomenon seemed apparent. In the past few years there was a trend to increase classroom resources in all areas. This year, however, dramatic increases have appeared in the grade level and schoolwide areas. The only exception appears to be in the use of authors as resources; this year "Authors" increased 100 percent in usage at the classroom level.

ANTICIPATED RESOURCES	Classroom	Grade Level	Schoolwide
Films/Tapes	20	18	6
Local Community Leaders	2	2	2
Sports Figures	7	5	1
Authors	10	4	-
Musicians	4	7	2
TV/Radio Personalities	4	1	-

In the area of Direct Student Participation the trend toward more grade level participation was apparent in all areas but "Field Trips"; only four classroom field trips were scheduled this year. Schoolwide participation of students remained essentially the same as last year. Student involvement in schoolwide plays, however, was reported in two schools this year; last year no middle schools reported this activity. One of the largest grade-level increases in an activity was in African-American Cultural Exchanges, e.g. food, dress, etc." This activity increased 250.00 percent compared to last year's data.

ANTICIPATED DIRECT STUDENT PARTICIPATION	Classroom	Grade Level	Schoolwide
Members of discussion groups or reaction panels	14	9	-
Construction of bulletin boards	20	10	9
Design and construction of other Displays	12	10	6
Plays	7	4	2
African American cultural exchanges e.g. food, dress, etc.	5	7	1
Preparation of book reports on African-American subjects	20	9	1
Student Presentation of African-American music	8	7	3
Student participation in field trips to African-American points of interest	4	-	-

Some of the African-American personalities and performances scheduled at middle schools this month included the following:

Harold Davis, Columbus Commercial Artist
 Jerry Hammond, City Councilman
 Roy Edge, Concert Pianist and Composer
 Lieutenant Brandon, West Point
 Dr. Anna Bishop, Poetess
 Dr. Rosemary Joyce
 Eddie Tate, Kwanza Poetry
 Jim Allen, United Negro College Fund
 Dr. Nelson, OSU Black Studies
 Dr. Gusa, African Language
 Ray Miller, State Representative
 Dr. Evelyn Luckey
 Dr. Marie Stinson
 Mrs. Claudia Ward
 Dr. Frank Hale, OSU Professor

Particular programs planned at the Middle School level included assemblies, plays, films, dancers, speakers.

Kumba Di Nia Dancers
Uhuru African Dancers
Mohawk Gospel Choir
Slide show about Elijah Pierce, Artist
Portfolios of Great Negroes
Profiles in Black History
Film Presentation - "The Black Poet Sings"

Field trips employed were:

Ohio Center - "A Salute To Black Entertainers"
Battelle - Dance company sponsored by OSU Black Studies Department
OSU - Art Exhibits
Main Library - Black Art Exhibition

ELEMENTARY SCHOOLS

Eighty-one elementary schools completed the survey questionnaire about their plans to celebrate African-American History Month; one school did not return the survey. The following activities were reported as being planned during the month of February, 1983.

ACTIVITIES PLANNED	Classroom	Schoolwide
Study of African-American Authors	56	16
Study of African-American Poetry	60	16
Study of Novels & Short Stories by and/or about African-Americans	59	15
Study of Contributions of African-Americans of Ohio or National History	59	18
Study of Renowned African-Americans	59	25
Study of African-American Drama or Dance	35	15
Study of African-American Art	49	10
Study of African-American Music	57	19

Every school reported that they were planning more than one activity. Compared to last year, when 86 schools responded to the survey, schoolwide activities increased in three areas: "Study of African-American Authors", "Study of African-American Poetry", , and "Study of Novels and Short Stories by and/or about African-Americans". Other areas reflected only slight deviations from previous years.

Elementary principals reported that they planned to use certain resources in carrying out these activities. These reports are as follows:

ANTICIPATED RESOURCES	Classroom	Schoolwide
Films/Tapes	59	34
Local Community Leaders	17	11
Sports Figures	20	2
Authors	20	2
Musicians	28	20
TV/Radio Personalities	13	10

Compared with last year, the use of resources at the classroom level has increased dramatically this year especially in the areas of "Sports Figures", "Authors", and "Musicians". Overall, the use of resources at the schoolwide level has declined in favor of classroom usage. This may well be the result of encouraging teachers to plan and carry out programs to celebrate African-American History Month in the classroom.

Principals also reported ways in which pupils were to be directly involved as participants in African-American History Month activities. These reports are summarized in the table below.

ANTICIPATED DIRECT STUDENT PARTICIPATION	Classroom	Schoolwide
Members of discussion groups or reaction panels	34	3
Construction of bulletin boards	68	34
Design and construction of other displays	39	17
Plays	14	9
African-American cultural exchanges e.g., food, dress, etc.	19	5
Preparation of book reports on African-American subjects	56	6
Student presentation of African-American music	32	8
Student participation in field trips to African-American points of interest	20	2

Direct pupil participation was reported more frequently at the classroom level this year than last year in three areas: "members of discussion groups", "student presentation of African-American music", and "field trips to African-American points of interest". All other areas remained quite consistent with activities listed last year.

It is important to note that of the 81 elementary schools returning the survey, a total of 26 schools indicated that they were not planning to involve an African-American personality, community leader, or performing group. However, many schools reported that they intended to use multiple African-American personalities and/or performing groups and 20 schools reported that field trips were planned to community sites which were featuring African-American themes and exhibits. A listing of these resource groups and field trips follow below.

RESOURCE PERSONS AND GROUPS

Chuck White - TV Personality
Dr. Anna Bishop - Author
West High School Gospel Singers
Jerry Hammond - City Councilman
Tony West Dance Company
The Imani Dancers
Archie Griffin
Dr. Frank Hale - Author
Dr. Morse - Kenya
Uhuru Dancers
Dr. Rick Kelsey - OSU
Jay Harmon - Jazz
Dr. Odette Blum - OSU (Ghana Dance)
Emile Dyer - Nigerian Dancer
Deborah Hardy - African Dance
Ann Phillips - Speaker
Rev. Watkins
East High School Gospel Chorus
Leonard Napper - African Music
Frank Cleveland - Director, Dunbar Concert Choir
Pete Fields - Columbus Public School Administrator
Roman Johnson - Artist
Ruth Varner - Volunteer
Barbara Conrad - Black Opera Singer
Florence Alexander - Negro Spiritualist
Mr. Robinson - Pianist

African-American History Month
Dr. Hyre
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Joel King - Cousin of Martin Luther King
Rev. Varner - African travels
J. Vivian Davis - Black Music
Ethel Jennings - lived in Africa
Roy Edge - Pianist

FIELD TRIP SITES

Public Library - Martin Luther King Branch
Cultural Arts Center
Main Library - Black Art Exhibit
Ohio Historical Museum
Columbus Gallery of Fine Arts
OSU - Black World Week
Driving Park Library
OSU - Children's Cultural Arts Hour
Black Community Hall of History

RG/cw

ATTACHMENT G

An Update On The Mastery Education Program

I. WHAT IS THE GOAL OF THE MASTERY EDUCATION PROGRAM?

The goal of the Mastery Education Program is improved student achievement in the basic skills of reading, writing and mathematics.

The improvement of pupil achievement and behavior was the number one goal in the Five-Year Plan adopted by the Board of Education on May 6, 1980. Specific tasks for the Mastery Education Program were set out in that plan and were included in the November 10, 1980 report for the Court (Exhibit A herein). Those tasks were revised in subsequent revisions of the Five-Year Plan adopted by the Board of Education on November 4, 1980 and May 5, 1981, and were included in the December 2, 1981 report to the Court (Exhibit B herein).

Public concern about the quality of performance and achievement of American students has grown since the early 1970's. Employers expressed concern about the growing number of job applicants who lacked the basic skills needed for entry-level jobs. Citizens charged that schools were failing and needed to be held accountable. Polls indicated that basic skills and competencies were a top educational concern, if not the top concern. The citizens of Columbus shared this opinion since a competency education program received high priority in the "Choices for the 80's" assessment.

Throughout the 1970's, Columbus Public Schools staff members grappled with the concern that information on student achievement in basic skill areas should be collected, shared, and used in making educational decisions. Available data which had been collected annually since 1969 had been helpful in determining

textbook adoption and curriculum development needs. However, significant pieces were missing. The information assumed that the skills tested were the "right" skills. In response to this concern, work began on a Mastery Education Program.

To assure that the central concept of the essentials of education was clearly specified, the Columbus Public Schools developed and adopted a graded Course of Study which communicates the skills, concepts, generalizations and behaviors to be taught and learned at each grade level in each content area. The Columbus Board of Education affirmed in the graded Course of Study that "The primary concern of public education is, and must continue to be, students." To fulfill "...its commitment to help the student and society achieve broad goals..." opportunities for learning must be provided "...which help students become effective human beings...." Our schools should help students develop skills in reading, writing and mathematics--the basic skills needed for success in school and life.

The Columbus Public Schools' Mastery Education Program is based on the belief that the vast majority of students can learn what the schools have to teach. It represents a commitment to expanding and improving student opportunities for success. It emphasizes specific knowledge or skills to be learned rather than how they are learned or how long it takes to learn them. A popular misconception of mastery or competency-based education is that it is simply a test high school seniors must pass before they may graduate. This is not the case in Columbus. The Mastery Education Program is a comprehensive education plan, of which testing is only one part.

Mastery Education in the Columbus Public Schools is a systematic approach to instruction which is intended to insure student success in reading, writing and mathematics skills as specified in the Course of Study. The Mastery Education Program is based upon several beliefs:

- The Course of Study delineates the set of basic skills in reading, writing and mathematics which all students are expected to learn.
- All students can acquire these basic skills given sufficient time and appropriate instruction.
- Pupil acquisition of the basic skills of reading, writing and mathematics should take precedence over other activities.
- Building principals must provide strong instructional leadership.
- Instructional materials and related support services must be provided for teachers.
- Instruction in the basic skills of reading, writing and mathematics should receive priority in the allocation of school district resources.
- Instruction is more effective when targeted to specific skills which are known to both teacher and student.
- Assessment and reporting of skills is highly correlated with mastery of skills.
- Testing should provide information to teachers, parents and students regarding student mastery of the basic skills of reading, writing and mathematics as specified in the Course of Study.
- Parents should be informed of the goals of instruction and of their child's mastery of those goals.

The Mastery Education system consists of five major steps:

- Identifying what is to be taught and learned-- objectives from the Course of Study.
- Providing inservice and materials to assist teachers in teaching to the objectives.

- Verifying pupil success by periodic validation tests.
- Reporting information on student mastery or non-mastery of objectives.
- Providing inservice and materials for reteaching the skills not mastered.

II. WHAT STEPS HAVE BEEN TAKEN IN ATTEMPTING TO MEET THE GOAL OF THE MASTERY EDUCATION PROGRAM?

Specific activities completed were identified in the previous reports for the Court. A brief summary of those activities will serve to place the current activities in context.

The development and adoption of the graded Course of Study in October, 1979 was the first step in establishing the program. Teachers and administrators worked to identify specific skills that should be "mastered" by students at each grade level. It was next determined that periodic tests of student mastery of the skills in reading, writing and mathematics would be administered according to a schedule (Exhibit C herein) which implemented the Five-Year Plan. The first test to be developed was the third grade mathematics test.

Seven goal areas were identified in the Course of Study for third grade mathematics: numbers and numeration, operations, geometry, measurement, interpreting quantitative data, application and problem solving. Within each of these seven goal areas several specific statements of skills were listed. Instructional objectives relating to these essential mathematics skills were constructed.

A test based on the instructional objectives in mathematics was developed and administered to all third grade students in May, 1980. The results were provided to fourth grade teachers

in October, 1980. Teachers received computer printouts for individual students which indicated the instructional objectives not mastered.

A notebook of alternative teaching strategies was developed for teachers to use in helping students master those areas of skill deficiency diagnosed by the test. Fourth grade teachers were provided the notebook, along with suggestions for using it and the computer printout, at a half-day released time inservice in November, 1980. In May, 1981, a group of fourth grade teachers was convened to evaluate the notebook.

Having piloted the processes of test construction, test administration, reporting results, developing alternative instructional strategies, and providing teacher inservice in a one-year period, several adjustments were made.

The major change was from test administration in the spring, with the results going to the next year's teacher, to testing in the fall with the results going to the present-year teacher who could then plan a program of reteaching. The test of third grade mathematics was then significantly revised to encompass K-2 mathematics skills. Suggestions from fourth grade teachers led to dramatic changes in (1) the alternative instructional strategies provided, from a notebook to a kit, and (2) the inservice provided, from half-day to whole-day.

The December 2, 1981 report for the Court included the activities involved in the revision of the third grade mathematics test, the development of the alternative instructional strategies, and the inservice of all 200 third grade teachers. During this period, the Mastery Education Department consisted of the Director of Mastery Education, Assessment and Testing,

Dr. Richard Beck, the Supervisor of Mastery Education, Dr. Patti Denney, and three teachers on special assignment for mathematics test development. (The Departments of Reading and Evaluation Services developed the second grade reading pilot test.) Classroom teachers worked in the summer on the development of alternative instructional strategies in mathematics and were released for short-term assignments in September-November, 1981 to complete the development and conduct the inservice.

Another major change, reported previously, was the inservice of second grade teachers regarding the Course of Study mathematics skills to be taught, possible ways to teach them, and possible ways they would be tested. There was never any intent to "surprise" either students or teachers by the content of the test.

Also previous reports indicated that the second grade reading and fifth grade mathematics tests were piloted in November-December 1981. Evaluation sessions with the teachers involved in those pilots took place May 28 and June 1, 1982, respectively. Final evaluation reports on the two pilot tests were received in August, 1982.

Since the December 2, 1981 report for the Court, many specific activities have occurred. They are enumerated in Exhibit D; however, several key events should be highlighted.

As a consequence of our emphasis on inservice at the building level, 35 elementary schools had released-time inservice for third grade teachers, between January and May, 1981, to follow up the centralized inservice. At these sessions, third grade teachers met together to examine the test results for the building in order to assess program strengths and weaknesses.

A major development in the Mastery Education Program was the addition of six teachers on special assignment to the Mastery Education Department--two each in reading, writing and mathematics. (The three teachers on special assignment for mathematics test development were returned to the classroom.) The six new teachers began on April 23, 1982. The first major task facing them, after acclimation to the Mastery Education Program, was the definition of skills identified from the Course of Study simultaneously with the development of instructional materials.

These projects were begun in the summer of 1982. Tentative reading and mathematics definitions K-5 were developed, pending approval by the reading and mathematics departments, and a scope and sequence chart of writing skills 6-10 was developed. Materials designed for initial instruction in the writing process, Grades 9-10, were developed, along with sample K-5 literature kits and prototype materials designed to teach mathematics problem solving skills Grades K-5.

Highlights of the 1982-83 school year include:

- briefing for new Superintendent
- continuation of administration of third grade mathematics test
- focus on the refinement of Course of Study definitions for first grade reading and fourth grade mathematics in preparation for test development for Grades 2 and 5 respectively
- addition of three additional teachers on special assignment for test development--one each in reading, writing and mathematics
- development of the second grade reading, fifth grade mathematics, and tenth grade writing tests to be administered in fall, 1983
- development and piloting of the second grade literature kit for reteaching skills not mastered on second grade reading test

- beginning development of fifth grade mathematics.alternative instructional strategies for reteaching skills not mastered on fifth grade mathematics test
- beginning development of tenth grade writing alternative strategies module for reteaching skills not mastered on tenth grade writing test
- development of Columbus Rubric for Writing Mastery and training of graders
- inservice for 200 ninth and tenth grade English teachers (two days each)
- inservice for 200 fourth grade teachers
- inservice for 60 teachers new to second or third grade
- inservice for elementary pilot principals in reading and mathematics
- inservice for all high school administrators
- inservice for all high school instruction coordinators, counselors, and English Department chairpersons regarding the tenth grade writing test scheduled for administration in fall, 1983
- continued communications with various departments (e.g., reading, CLEAR, librarians, textbook selection committee)

As has been the practice of the Mastery Education Department, teachers from various schools have been involved in the developmental efforts of the program. At least one staff member from each elementary school, each high school, and one-half of the middle schools has been involved to date. A listing of persons involved is appended as Exhibit E.

III. COMPARISON--GOAL AND STATUS

In order to meaningfully compare where we are with where we hoped to be by June, 1983, an examination by content area is appropriate.

Reading

There is a discrepancy between the revised Five-Year Plan (Exhibit B) and the original testing schedule (Exhibit C). The Five-Year Plan indicated that the second grade test would be administered in 1981, the test schedule showed fall 1982. As has been pointed out, the Reading Department and the Evaluation Services Department had practically sole responsibility for test development until October, 1982 when the Mastery Education Department added a test person to Mastery Education reading team.

There followed several weeks of working with the Reading Department to finally agree upon definitions of Course of Study skills to be tested on the second grade test. A January 31, 1983 meeting with the Reading Department and Mastery Education Department with the evaluator gave both groups additional information necessary for test development. The Mastery Education team incorporated that information into a revised second grade reading test which will be administered in fall, 1983, following a revised test schedule (Exhibit F).

Bids are being sought for printing the literature kit to use for reteaching skills not mastered as evidenced by the test. It is planned that each second grade teacher will receive a kit at an inservice session in the fall, 1983.

Writing

Exhibit C indicated that writing would be tested in spring of 1983 in Grades 3 and 5, and in fall of 1983 in Grades 7 and 10. The Divisions of Elementary Schools and Middle and High Schools determined that a better approach would be to begin with the tenth grade rather than the elementary grades since efforts in both reading and mathematics were focused on the elementary

grades. The revised testing schedule as shown in Exhibit F reflects those changes.

Prompts have been written and piloted for use this fall in collecting a writing sample from all tenth grade students. A procedure for grading the papers using teachers trained to grade using the Columbus Rubric has been tried out. In addition, we are exploring the possibilities of contracting with outside companies to grade the papers. Procedures for reporting the test results have yet to be finalized.

We are at the beginning stages of development of the reteaching strategies to be used with students who evidence difficulty with the writing test. It is hoped that these materials will be ready for distribution to all tenth grade teachers at inservice sessions this fall.

We would anticipate hiring teachers with elementary school experience for development of the third and fifth grade program.

Mathematics

The third grade mathematics test was given in the fall of 1981 as the schedule in Exhibit C indicated. However, that schedule was unrealistic in this area, as well as the other two, with regard to the speed with which new tests can be developed. Exhibit C indicates that it was originally planned to administer the fifth grade test in the fall of 1982 and the eighth grade test in the fall of 1983. This schedule has been revised as in Exhibit F. The fifth grade test has been piloted and will be administered in the fall of 1983. We would anticipate hiring teachers with secondary school experience for development of the eighth grade test.

IV. CONCLUSION

The goal of the Mastery Education Program is the improvement of student achievement in reading, writing and mathematics.

The first step toward achieving this goal was the adoption by the Board of Education of the Course of Study in October, 1979. Following closely thereafter was the decision to test students' mastery of the skills in reading, writing and mathematics as identified in the Course of Study.

In January of 1980, Dr. Joseph L. Davis, then Superintendent of Schools, established May of 1980 as the date for the first pilot test, that of third grade mathematics. On May 6, 1980, the Board of Education adopted a Five-Year Plan which included a testing schedule which called for the development of nine tests by June of 1983.

While test development is an important part of the Mastery Education Program, such a schedule was overly ambitious. The third grade test development and revision process took just over one and one-half years, from January, 1980-August, 1981. It was unrealistic to expect the production of nine tests in three years.

The development of alternative instructional strategies, which also take a year for production and piloting, was not even figured in the original time line. Neither was the planning and conducting of inservice for teachers and administrators.

At this point in time we expect to meet the revised test schedule (Exhibit F) for fall of 1983 with the administration of the third and fifth grade mathematics test, the second grade reading test, and the tenth grade writing test. However, this

revised schedule, which has never been formally adopted by the Board of Education, will probably need to be revised again. We have been cut three staff members for the 1983-84 school year. We have no secondary teachers to develop the eighth grade mathematics test scheduled for fall, 1984, and no middle school or elementary teachers to develop the seventh grade writing test scheduled for fall, 1984, or the third and fifth grade tests scheduled for spring, 1984. We do have the teachers who could develop the fourth grade reading test for fall, 1984, but we should also be working on the sixth and ninth grade reading tests, both of which are scheduled for fall of 1985.

Even with the teachers we do have as staff members, a significant handicap has been insufficient secretarial help. We have one secretary to type all of the tests, teachers' manuals, alternative strategies and inservice material for all three content areas. Her contract year ends with that of the teachers, therefore, it will be difficult to prepare "camera ready" work for a printer.

The loss of one member of each content team, leaving us with only two people in each area, will require the restructuring of the Mastery Education team and a re-determination of priorities and directions for 1983-84. This re-examination of the program will also take place considering the requirements of the new state minimum standards; however, the goal will still remain the improvement of achievement for all students in reading, writing and mathematics.

General Task 1.3: Field test the first component (math) of the Competency Education/Mastery Testing Program.

<u>Specific Tasks</u>	<u>1980</u> <u>Grade</u>	<u>1981</u> <u>Grade</u>	<u>1982</u> <u>Grade</u>	<u>1983</u> <u>Grade</u>	<u>1984</u> <u>Grade</u>
1.3a -- Identify essential math skills.	3	5	8	11	
1.3b -- Define instructional objectives relating to the essential math skills, develop a test based on those objectives, and administer the test.	3	5	8	11	
1.3c -- Develop instructional strategies and techniques for pupils who require additional instruction in math.	3	5	8	11	
1.3d -- Revise the Competency Education/Mastery Testing Program for Math.		3	5	8	11

General Task 1.4: Complete additional components of the Competency Education/Mastery Testing Program, with emphasis on providing specialized instruction for pupils who require additional instruction.

<u>Specific Tasks</u>	<u>1980</u> <u>Grade</u>	<u>1981</u> <u>Grade</u>	<u>1982</u> <u>Grade</u>	<u>1983</u> <u>Grade</u>	<u>1984</u> <u>Grade</u>
1.4a -- Identify essential reading skills.		3	5	8	11
1.4b -- Define instructional objectives relating to the essential reading skills, develop a test based on those objectives, and administer the test.		3	5	8	11
1.4c -- Develop instructional strategies and techniques for pupils who require additional instruction in reading.		3	5	8	11
1.4d -- Revise the Competency Education/Mastery Testing Program for reading.			3	5	8
1.4e -- Identify essential writing skills.			3	5	8
1.4f -- Define instructional objectives relating to the essential writing skills, develop a test based on those objectives, and administer the test.			3	5	8
1.4g -- Develop instructional strategies and techniques for pupils who require additional instruction in writing.			3	5	8
1.4h -- Revise the Competency Education/Mastery Testing Program for writing.				3	5

General Task 1.4: Complete additional components of the Competency Education/Mastery Testing Program, with emphasis on providing specialized instruction for pupils who require additional instruction.

<u>Specific Tasks (continued)</u>	<u>1980</u> <u>Grade</u>	<u>1981</u> <u>Grade</u>	<u>1982</u> <u>Grade</u>	<u>1983</u> <u>Grade</u>	<u>1984</u> <u>Grade</u>
1.4i -- Continue to clarify and refine specific counseling and guidance functions to maximize the support provided by this service in the Competency Education/Mastery Testing Program.	-----	-----	-----	-----	-----
1.4j -- Develop interpretive materials for the professional staff and parents on Competency Education/Mastery Testing.	-----	-----	-----	-----	-----
1.4k -- Explore the feasibility of computer-assisted instruction in providing specialized instruction for pupils who require additional instruction in math, reading, and writing.	-----	-----	-----	-----	-----
1.4l -- Implement computer-assisted instruction, as demonstrated to be feasible and appropriate.	-----	-----	-----	-----	-----
1.4m -- Develop pupil record-keeping systems.	-----	-----	-----	-----	-----

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GOAL 1: TO IMPROVE PUPIL ACHIEVEMENT AND BEHAVIOR.

General Task 1.3: Field test the first component (math) of the Mastery Testing/Mastery Education Program.

Specific Tasks	1980 Grade	1981 Grade	1982 Grade	1983 Grade	1984 Grade	1985 Grade
1.3a -- Identify essential math skills for pilot field test.		5	8	11		
1.3b -- Define instructional objectives relating to the essential math skills, develop a test based on those objectives, and administer the pilot field test.	3	3, 5	8	11		
1.3c -- Develop instructional strategies and techniques based on test results.	4	3, 5	8	11		
1.3d -- Revise the Mastery Testing/Mastery Education Program for Math.		3	5	8	11	
1.3e -- Begin evaluation of the Mastery Testing/Mastery Education Program for Math.						

GOAL 1: TO IMPROVE PUPIL ACHIEVEMENT AND BEHAVIOR.

General Task 1.4: Complete additional components of the Mastery Testing/Mastery Education Program, with emphasis on providing specialized instruction based on test results.

Specific Tasks	1980 Grade	1981 Grade	1982 Grade	1983 Grade	1984 Grade	1985 Grade
1.4a -- Identify essential reading skills.		2	4	6	9	
1.4b -- Define instructional objectives relating to the essential reading skills, develop a test based on those objectives, and administer the test.		2	4	6	9	
1.4c -- Develop instructional strategies and techniques based on test results.		2	4	6	9	
1.4d -- Revise the Mastery Testing/Mastery Education Program for reading.			2	4	6	9
1.4e -- Identify essential writing skills.			3	5	7	10
1.4f -- Define instructional objectives relating to the essential writing skills, develop a test based on those objectives, and administer the test.			3	5	7	10
1.4g -- Develop instructional strategies and techniques based on test results.			3	5	7	10
1.4h -- Revise the Mastery Testing/Mastery Education Program for writing.				3	5	7

GOAL 1: TO IMPROVE PUPIL ACHIEVEMENT AND BEHAVIOR.

General Task 1.4: Complete additional components of the Mastery Testing/Mastery Education Program, with emphasis on providing specialized instruction based on test results.

Specific Tasks (continued)	1980	1981	1982	1983	1984	1985
1.4i -- Continue to clarify and refine specific counseling and guidance functions to maximize the support provided by this service in the Mastery Testing/Mastery Education Program.						
1.4j -- Develop interpretive materials for the professional staff and parents on the Mastery Testing/Mastery Education Program.						
1.4k -- Explore the feasibility of using computers in providing specialized instruction for pupils who require additional instruction in math, reading, and writing.						
1.4l -- Use computers in instruction, as demonstrated to be feasible and appropriate.						
1.4m -- Develop pupil record-keeping systems.						
1.4n -- Begin evaluation of the Mastery Testing/Mastery Education Program for Reading.						

COLUMBUS COMPETENCY EDUCATION PROGRAM
MASTERY TESTING SCHEDULE

	GRADES									
	2	3	4	5	6	7	8	9	10	11
Mathematics		Fall 1981		Fall 1982			Fall 1983			Fall* 1984
Reading	Fall 1982		Fall 1983		Fall 1984			Fall 1985		
Writing		Spring 1983		Spring 1983		Fall 1983			Fall 1983	

*The content of an 11th grade math test has not been determined.

MASTERY EDUCATION CALENDAR

1981

May 13	(m)	Evaluation Sessions with teachers re: 4th grade Alternative Instructional Strategies Notebook
August		Title IV C Test Construction Project
August 26		Spoke about program to Dr. Skidmore, Worthington
September 8 thru October 2	(m)	Developed Alternative Instructional Strategies Kit for grade 3 math
September 25	(m)	Presentation to Division of Elementary Schools on Alternative Instructional Strategies Kit
October 5	(m)	Presentation to Reading Department on Alternative Strategies Speech to Eastmoor High School staff Speech to high school English and math department chairpersons and counselors
October 23		Speech to Large City Curriculum Coordinators
October 26	(m)	Planning for inservice for 3rd grade teachers on Alternative Strategies Kit
October 30		Speech to Staff Development/Human Relations staff
November 1		Frequent meetings with Mastery Education Committee began
November 13		Presentation to primary principals
November 16		Speech to far east side parent group
November 17		Speech to Brentnell PTA
November 17 & 18	(m)	Preparation for inservice on Alternative Strategies
November 18		Speech to OAESA
November 19		Speech to Cedarwood PTA
November 20 to December 11	(m)	Inservice for all 3rd grade teachers on Alternative Strategies Kit
November 25		Speech to OSU Speech Communications lab
December 2		Consulted with Dr. Robinson, Cambridge Explained program to John Crossman

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December 3	(m)	Presentation to Superintendent's Cabinet on Mastery Education/Alternative Strategies Kit
December 7		Speech to far east side parent group
December 16		Consulted with Parma supervisors

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January 2	(m)	Building level inservice for 3rd grade teachers - Eastgate
January 5	(e)	Presentation made to the Reading Department on the manner in which mastery on reading pilot was determined
January 12	(m)	Presentation to Board of Education on Mastery Education/Alternative Strategies Kit
January 13	(m)	Presentation to Superintendent's Sounding Board on Mastery Education/Alternative Strategies Kit
January 13	(m)	Building level inservice for 3rd grade teachers - Hamilton
January 19	(m)	Building level inservice for 3rd grade teachers - Watkins
January 20	(m)	Building level inservice for 3rd grade teachers - Fifth
January 28	(m)	Building level inservice for 3rd grade teachers - Heyl
February 5	(m)	Make-up inservice for 3rd grade teachers
February 8	(m)	Presentation to Citizens' Parent Review Board on Mastery Education/Alternative Instructional Strategies
	(e)	Grade 2 Pilot Reading results presented to the Reading Department
February 11	(m)	Building level inservice for 3rd grade teachers - West Mound
February 17	(m)	Building level inservice for 3rd grade teachers - Heyl
	(m)	Building level inservice for 3rd grade teachers - Clarfield
February 23	(m)	Building level inservice for 3rd grade teachers - McGuffey
	(m)	Building level inservice for 3rd grade teachers - Broadleigh
February 26		Consulted with Ridgeview 6th grade teachers
March 10		Presentation to CEAA study group

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March 11, 12, 15		Interviews for Mastery Education team
March 18	(m)	Building level inservice for 3rd grade teachers - West Mound
March 24	(m)	Building level inservice for 3rd grade teachers - Walden
	(m)	Building level inservice for 3rd grade teachers - Alpine
March 30	(m)	Building level inservice for 3rd grade teachers - Avondale
April 6-7		Presentation to primary and intermediate CLEAR teachers
April 23		Orientation of new team members
April 29		Speech to Dr. Williams' class (OSU)
April 30		Speech to Dr. Cook's class (OSU)
		Update Dr. Luckey's staff
May 4, 5, 6, 14		Presentation to Kindergarten teachers
May 14	(r & m)	Worksession on definitions of <u>Course of Study</u> for Kindergarten
May 18 & 19	(w)	Workshop for High School Department Chairs
May 25	(r, w & m)	Presentation - Mastery Education Committee
May 26	(r, w & m)	Visitation to review Curriculum Classification System - Annehurst Elementary
May 28	(r)	Second grade reading pilot test worksession
June	(w)	Writing sample mini-pilot - Beechcroft, South, Walnut Ridge
June 1	(m)	Worksession with 5th grade pilot teachers
June 2	(m)	Worksession for 1st and 2nd grade <u>Course of Study</u> objectives
June 4	(m)	Update meeting with Area Executive Directors
June 18		Update Dr. Luckey's staff
July 6		Meeting with Reading Department
August 16, 23, 26		Informal meetings with principals
Summer 1982	(r)	Prepared K-5 sample kits of reading materials
	(m)	Developed problem-solving instructional materials K-5
	(w)	Developed materials for Mastery Education Writing Guide for Teachers, grades 9-10

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September 3	(r, w & m)	Presentation of summer materials to Reading Department
September 14 & 15	(m)	Distribution of 3rd grade Validation Tests to schools
September 17		Planning session regarding Adopt-a-School cooperation with Hamilton
September 20	(m)	Conducted inservice on problem-solving instructional materials - West Broad
	(w)	Presentation of sample of Mastery Education Writing Guide for Teachers to Briggs High School English Department
September 22	(m)	Observation of 3rd grade Validation Test administration at Hamilton
September 23	(e)	Observation of 3rd grade Validation Test administration
September 24	(e)	Observation of 3rd grade Validation Test administration
	(m & r)	Worksession on K-1st grade definitions of <u>Course of Study</u>
September 27	(r & m)	Presentation on Mastery Education materials - Linden
September 28	(w)	Pilot Project - West Broad
	(m)	Observation of 3rd grade Validation Test administration at Burroughs
September 29	(m)	Observation of 3rd grade Validation Test administration at Innis, Linden
October 1, 4-7	(r)	2nd and 3rd grade literature kit development
October 5, 6, 13, 14	(w)	Writing Component Workshop for Senior High Administrators
October 11-13	(m)	Meeting with Earl Tharp regarding 4th grade <u>Course of Study</u> and planning for inservice for 4th grade teachers
October 11-14	(r)	Kindergarten and 1st grade literature kit development
October 14		Briefing Superintendent and Damon on Mastery Education
October 15		Meet with elementary principals
		Update area executive directors
October 18-21, 25-28	(w)	Phase I: The introduction and distribution of the Mastery Education Writing Guide. Inservice for all 9th and 10th grade English teachers and department chairs.
October 19		Consulted with elementary principal - McGuffey
October 22	(r)	Meeting with Reading Department, Library Services, Language Arts Supervisor concerning <u>Course of Study</u>

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October 27		Meeting regarding Mastery Learning - Donn Robb
October 28	(m)	Distributed 3rd grade Validation Test results to schools
November 1-5	(r)	4th and 5th grade literature kit development
November 3-5	(m)	Planning for 4th grade inservice
November 8-12	(m)	Conducted inservice for all 4th grade teachers on instruction of <u>Course of Study</u> and preparation for 5th grade Validation Test.
November 10		Speech to 6th grade teachers - Monroe
November 11		Met with Hugh and Susanna to plan workshops
November 12		Speech to elementary and middle school counselors Attended session on proposed minimum standards
November 16-30	(m)	Conducted inservice for all 4th grade teachers on instruction of <u>Course of Study</u> and preparation for 5th grade Validation Test.
November 17	(r)	Meeting with Library Services concerning library skills in <u>Course of Study</u> .
November 18		Presentation to OAESA state conference
November 19		Met with elementary principals
December 1		Speech to Northland staff
December 2	(m)	Worksession for 2nd and 3rd grade definitions of <u>Course of Study</u>
	(m)	Building level inservice - Eastgate
December 3		Presentation to Large Cities Conference - Denver
December 6-7	(m)	Inservice for teachers new to third grade
	(w)	Building visitation for the purpose of monitoring the OSU writing sample collection
December 8	(r)	Meeting with Reading Department for definitions of 1st grade <u>Course of Study</u>
	(w)	Writing Pilot - West Broad Mastery Learning demonstration at Kent
December 8-10, 13	(r)	Meeting with Reading Department for definitions of 1st grade <u>Course of Study</u>

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December 9	(m)	Worksession for 5th grade definitions of <u>Course of Study</u>
	(m)	Building level inservice - Leawood
December 10	(m)	Building level inservice - Berwick
December 10-17	(r)	Complete 2nd grade literature kit
December 14		Presentation to high school instructional coordinators
December 17	(e)	Presented item analysis techniques for testing to the Mastery Education team members

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January 3	(r)	Complete 2nd grade literature kit
	(r)	1st grade <u>Course of Study</u> definitions
January 3-4	(m)	Worksessions to complete K-3 problem-solving materials
January 4	(m)	Packaged materials purchased for distribution to elementary schools
January 4-5	(w)	Rubric worksession
January 5		Presentation by Donn Robb to reading and math teams
January 6	(w)	English Department Chairs response and input session
January 7	(r)	Meeting with Reading Department for definitions of 1st grade <u>Course of Study</u>
January 10	(m)	Inservice on teaching problem solving - Highland
January 11	(m)	Building level inservice - Winterset
January 12	(m)	Building level inservice - Clarfield
January 18	(m)	Conducted inservice on using Alternative Strategies Kit for OSU participation students - Easthaven
January 19		Planning for librarian inservice
January 20	(r)	Inservice for Area Executive Directors regarding 2nd grade literature kit
January 25	(r)	Meeting with Reading Department for definitions of 1st grade <u>Course of Study</u>

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January 25-26	(m)	Inservice for teachers new to 2nd grade
January 27		Met with managing editor of Mastery Education Corp.
January 31	(r)	Inservice for pilot principals regarding 2nd grade literature kits
		Presentation to Reading Department of 2nd grade literature kits
	(e)	Presentation to the Mastery Education Team members and the Reading Department regarding implications of testing reading skills in isolation.
February 1	(r)	Inservice for pilot teachers regarding 2nd grade literature kits
February 2	(m)	Building level inservice - Alpine
		Consulted with Wayne Denny, Canton City
February 3	(m)	Building level inservice - Linden
		Presentation to reading textbook selection committee
February 7-25	(r)	Observations of pilot materials in use
February 8	(m)	Building level inservice - Avondale
February 8-9	(w)	Rubric and Narrative worksession
February 10		Inservice for pilot principals regarding math problem-solving materials
February 14, 23, 25	(w)	Phase II: Evaluation strategies and presentation of the Columbus rubric. Inservice for all 9th and 10th grade English teachers and department chairs.
February 15	(r, w & m)	Inservice presentation to librarians
	(w)	Building level inservice - South High School English Dept.
February 17	(m)	Inservice pilot teachers (2-3) math problem solving
February 22	(m)	Inservice pilot teachers (K-1) math problem solving
February 24	(m)	Inservice pilot teachers (4-5) math problem solving
March 1	(r)	Evaluation of pilot materials
March 2	(r)	Began reviewing evaluations of the 2nd grade literature kits
March 2-14	(w)	Phase II: Evaluation strategies and presentation of the Columbus rubric. Inservice for all 9th and 10th grade English teachers and department chairs.

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March 3-31	(m)	Observations of pilot materials in use
March 10	(r)	Meeting regarding Grade 2 Reading Validation Test
March 11-12		Presented a workshop on Mastery Education - Writing: a Columbus Perspective to the Ohio Conference of Teachers of English Language Arts
March 15-17	(w)	Worksession for development of prompts for writing sample
March 16	(m)	Building level inservice - Duxberry Park
	(w)	Building level inservice - Centennial
March 18	(w)	Building level inservice - Briggs
March 21		Began development of activities for the Alternative Strategies Module, Ideas section, all levels
March 24		Consulted with Nick Donaldson, West Milton
March 30	(r)	Meeting regarding Grade 2 Reading Validation Test
April 13		Attended CTB/McGraw-Hill Conference regarding competency test
April 18-20	(r)	Tryout of test items in two first grade classrooms (Southwood/Fairmoor)
April 19		Attended Area II principals meeting
April 21	(r)	Completion of test revision for grade 2
April 22	(r)	Completion of teacher-directed lessons for 2nd grade kit.
	(r)	Meeting with Dr. Beck and Dr. Denney regarding Validation Test manual and teacher-directed lessons.
		Completed development of activities for the Alternative Strategies Module, Ideas Section, all levels
		Five prompts selected for pilot
		Began development of activities for the Alternative Strategies Module, Organization Section, levels 1-2, and 3-4
		Math team with Earl Tharp regarding grade 5 test and Alternative Strategies
April 26-28	(m)	Evaluation of pilot materials
April 29	(m)	Completed 3rd grade test and manual revisions
	(r)	Presentation of 2nd grade program to Dr. Merriman

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May 2-5	(w)	Prompt try outs
May 3	(m)	Building level inservice - Clarfield
May 9	(m)	Math team with Earl Tharp regarding grade 5 test and Alternative Strategies
May 10-12		Alternative Strategies Module Worksessions for development of rough drafts of Intent, Word Choice and Sentence Structure sections, levels 1-2 and 3-4
May 10-26	(r)	Team members attended inservice on the new reading adoptions.
May 13	(m)	Math team with Earl Tharp regarding grade 5 test and Alternative Strategies
	(r)	Completion of the development of a sample kit for grade 2 including teacher-directed lessons and independent activities.
		Staff grading worksession to score papers for two of the writing assignments from the prompt pilot
		Completed development of activities for the Alternative Strategies Module, Organization Section, levels 1-2 and 3-4.
		Sent Mastery Education Writing guide response forms to English department chairpersons to be distributed to 9th and 10th grade teachers
May 16	(r)	Meeting with Reading Department regarding Validation Test
May 16-17	(m)	Reaction team of 4th-5th grade teachers to Alternative Strategies for 5th grade
May 17		Speech to high school counselors
May 23	(r)	Meeting with Area Executive Directors regarding Validation Test

May 20, 1983

Following is the listing, by school, of teachers who have participated in some aspect of the development activities of the Mastery Education Program.

<u>School</u>	<u>Name</u>
Alternative	Kevin Stotts, Jan Ferrell, David Russell, Fran Spratley
Beechcroft	Linda Skillman
Briggs	Alice Polo, Adorea Harris, Eve Yearwood, Carolyn Oliver
Brookhaven	Joyce Seretny, Nicey Polk
Centennial	Louella Yanni, Fred Erfurt, Bobbi Singer
East	Barb Elberfeld, Loretta Raduege, Shirley Seiter
Eastmor	Dean Fowls, Tom Frazier, Kay Martindale, JoAnn Giardino
Independence	Josephine Scott, Peter Yasko
Linden-McKinley	Jane DeWitt, Vicki Saunders, Nik Macioci, Carol Brown, Ruby Williams
Marion-Franklin	Sharon Derrickson, Mike Schoonover, Juanita Fomby, Katie McCann
Mifflin	Carol Neutzling, Carol Crane, Jim Stewart
Northland	Trudy Plummer, Mona Jones, Shirley Michaels
South	Linda Lohr, Phyllis Chambers, Anne King, Dagmar Walcott
Walnut Ridge	Marilyn Ridgeway, Kathy Young, Boyd Spaulding
West	Joanne Stamatakos, Lee Goss, Rosemary Leuchter
Whetstone	Suzanne Heckman, Jean Byrd, Alvis Moore

<u>School</u>	<u>Name</u>
Fort Hayes	Charles Balko
Northeast	
Northwest	
Southeast	
NPSS - DeSales	Liz Pettit
A. G. Bell	
Beatty Park	
Colerain	
Clearbrook	
Barrett	Pam Scholz
Beery	
Buckeye	Dick Gates
Champion	
Clinton	Marilyn McRae
Crestview	Bruno Sestito , Carolyn Hughes, Mark Lensenmayer, Bob Kern
Dominion	
Eastmoor	Leo Morgan
Everett	Priscilla Caris
Franklin Alt.	
Hilltonia	
Indianola	Janet Hammock
Johnson Park	Karel Levy Kroos
Linmoor	
Medina	
Mifflin	

<u>School</u>	<u>Name</u>
Mohawk	
Monroe Alt.	
Ridgeview	
Sherwood	Mary Tyus
Southmoor	
Starling	Joan Meehan
Wedgewood	
Westmoor	Monica Bambeck
Woodward Park	Patsy Hendrix, Kay Mackan
Yorktown	Boreta Gibson, Barbara Pohl
Alpine	Carol Gray, Lauretta Level, Sarah Jordon, Jacqueline Greenlee, Yvonne Destefano
Arlington Park	Jessie Manns
Avalon	Joanne Bennett
Avondale	Pat Burns, Eloise Keating
Beck	Grace Shillinger
Berwick Alt.	Mary Glendenning, Ed Grote, Sharon Goldberg, Sally Stevens
Binns	Sadie Blankenship , Bobbie Hines, Janice Paudicz, Barbarlee Myers
Brentnell	Barbara Yarborough, Ruth Hale
Broadleigh	Mary Rhea, Icylene Scott
Burroughs	Carolyn Kovacs, Monecca Chadwell, Darla Martin
Cassady	Nancy Sterling, June Shepherd
Cedarwood	Keitha Prather, Sally Carpenter, Marilyn LoSchiavo, Barb Genteline, Cornelia Rucker, Brenda Waligura, Sherry Smith

<u>School</u>	<u>Name</u>
Clarfield	Marilyn Garner, Patricia Ratcliffe, Virgie Brown, Sandy Eaton
Clinton	Teresa Smoak, Dick Stegmiller, Carol Meade
Como	Carole Malone, Brenda Brown, Anne Warren, Barbara Bober, Mary Crimmel
Cranbrook	Jeanine Daley, Joan Cooperrider, Gilda Ferrari
Dana	Elizabeth Thomas, Mary Ann Penzone, Shirley Duncan, Judy Schneider, Linda Strong
Deshler	Carole Moyer, Sandy Sperry, Robert Stamper, Don Tate
Devonshire	Martha Vaughn, Frances Rostofer, Nancy Ely
Douglas Alt.	Cindi Yoder , Stanley Embry, Judy Braithwaite
Duxberry Park Alt.	Marlene Beierle
East Columbus	Georgia K. Keehl , Beryl McGowan
Eastgate	Karen Jones, Karen Richards, Jane Stammler
Easthaven	Sandra Woodyard, Sally Oldham, Rosemary Pierce, Grace Eileen Roberts, Loretta Obey, Charlene Dossett
East Linden	Nancy Brannon, Terry Johnson, Betty Romanhof , Dur Azbell, Berni Klema, Phyllis Brasher
Fair	Ruth Kuntz, Alice Flowers, Pauline Jackson, Miriam Bronner
Fairmoor	Nancy Leone , Linda Valimaki, Mary McGinty, Elaine Reid, Delores Joseph

<u>School</u>	<u>Name</u>
Fairwood	Faye McGibboney, Gertrude Walls, Ruth Brown, Eleanor Clarkson, Rosemary Estice
Fifth	Kathleen Reynolds, Sharon Jones, Elizabeth Lazere
Georgian Heights	John Dooley
Gladstone	Frances Barnes
Hamilton	Diane Goedeking , Pauline Hawkins , Helen Barton, Denise Green, Brenda Bell , Gertrude Singer
Heyl	Ed Geers, Pat Luzader
Highland	Robin Pierce, Ann Jones, Emily Davidson
Hubbard	Jean Sampson, Carolyn Morgan Hill
Hudson	Barb Corbin, Nondus Emler
Huy	Linda Robinson
Indianola Alt.	Barbara Cleveland
Indian Springs	Martha Kuntz, Mary Bieber
Innis	Diana Oty, Nancy Bogen, Linda McFadden, Johnetta Goldthwaite, Constance Kesic, Margaret McDougall
Kent	Mary Gresham, Fred Iseringhausen
Koebel	Nancy Miller, Kathryn Thompson
Leawood	Barbara Woodfork, Mary Ann O'Connor, Florence Malin
Lincoln Park	Roger Coffman
Linden	Gwendolyn Lane , Bobby Carrington, Mary Branche
Linden Park Alt.	Edna Morris Ward, Roberta Rini
Livingston	Raymond Jewett, James Garner, Deborah Thomas

<u>School</u>	<u>Name</u>
Main	Alice Penrose
Maize	Marilyn Zimmerman, Alice Kimball, Charlene Thompson, Jack Davis
Maybury	Marilyn Clinger, Ruth Wortman , Cleopatra Lauderdale , Eirlene Martin, Karen Caw, Pearl Aggas, June Harris
McGuffey	Jeanne Bradford, Erma Britford
Medary	Gloria Johnson , Ce Kissie Johnson, Marian Dodds
Moler	Lois Blaney
North Linden	Elizabeth Myers, Jean Reynolds, Linda Grabovich
Northtowne	Lucille Duncan
Oakland Park Alt.	Kathy Kramer, Barbara Broxton Beckwith
Ohio	Patti Erhman, Michael Losinske, Celia Christman, Oretta Rose, Ted Thomas
Olde Orchard	Phoebe Wright
Parkmoor	Delores Slivka, Jan Smeigh
Pilgrim	Veronica Goolsby
Reeb	Nona Hunt, Martha Jordan, Hazel Bergamo, Rosa Taylor
Salem	Duane Stemen, Mary Bird
Scioto Trail	Richard Fry
Scottwood	Linda Parks, Ronnie Combs, Martha Wardlow, Wilotta Bernard, Barbara Harris
Second	Cheryl Loy
Shady Lane	Kay Callander
Siebert	Lois Martin

<u>School</u>	<u>Name</u>
South Mifflin	Jeri Studebaker , Joan Stewart
Southwood	Marilyn Perry
Stewart Alt.	Evelyn Foose, Nancy Beck, Mary Ann Wiedenheft
Stockbridge	Roma Brown, Betty Wilson
Sullivant	Lillian Richardson , Sharon Irwin , Mary Lee England, Kathy Burleson, Leafee Beery
Trevitt	Catherine Willis
Weinland Park	Betty Browning
West Broad	Rosemary Lore, Cathy Lenhart, Susan Moore, Jim Voyles, Maybell Reeves, Alberta Edwards, Anna Williams
West Mound	Bev Jackson, Margaret Ewing
Westgate	Mariellen Russell, Jerry Vanden-Eynden, Phil Griffin, Cynthia Bell
Windsor	Eva Allen, Kathy Raleigh
Winterset	Eugenia Craig, Lee Wheatly, Elaine Grinch, Marilyn Moro, Dorothy Gray

**COLUMBUS MASTERY EDUCATION PROGRAM
TESTING SCHEDULE**

	GRADES									
	2	3	4	5	6	7	8	9	10	11
Mathematics		Fall 1981		Fall 1983			Fall 1984			Fall 1985
Reading	Fall 1983		Fall 1984		Fall 1985			Fall 1985		
Writing		Spring 1984		Spring 1984		Fall 1984			Fall 1983	

The content of an 11th grade math test has not been determined.

Adapted from the Revised Five-Year Plan
Approved by the Columbus Board of
Education on November 4, 1980

Revised 10/6/82